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ABSTRACT

In response to a need for communication among people who want to improve the teaching of psychology, this compendium describes almost 600 innovative undergraduate teaching methods, courses, and programs in psychology. It is intended to be functionally descriptive, not evaluative. Two salient trends identified during the compilation are (1) the attempt to make psychology content more relevant to the student's own life and (2) the individualization of instruction, making it more effective for heterogeneous student groups. The directory is divided into two major sections: the first specifies the various categories of innovations and the second consists of descriptions of the innovations themselves. The major categories are curriculum; method of content delivery; individualization of instruction; learning through experience; evaluation, feedback and grading; and course management. Descriptions of the innovations provide detailed explanations of the programs, data on grade level, prerequisites for students, funding, evaluation, institutional characteristics, and name, address, and phone number of the innovator. (Author/AV)

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ED127209

Directory of Teaching Innovations In Psychology

SO 009 117

MAY 03 1976

DIRECTORY OF TEACHING INNOVATIONS
IN
PSYCHOLOGY

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CONTENTS

Page

Introduction 3

How to use this directory 5

Innovations in:
    Curriculum
        Modifications of traditional course 7
        Modifications of major sequence 10
        New topics 11
        Interdisciplinary courses 13
        Personal growth-oriented courses 14

    Method of Content Delivery
        Use of various media 15
        Computer-related procedures 18
        New printed materials 20
        Use of models, illustrations, and examples 21
        Use of other resources 22

    Individualization of Instruction
        Self-paced instruction 23
        Student-directed learning 26
        Independent study 28

    Learning through Experience
        Simulations, games and role-playing 29
        Case studies 31
        Exercises for skill development 32
        Field study, internships, practica 34
        Research 36

    Evaluation, Feedback and Grading
        Formative evaluation 37
        Summative evaluation (grading) 39
        Combination 41

    Course Management
        Team teaching 45
        Teaching assistants 46
        Peer teaching 49
        Motivational techniques 50
        Class arrangement 52
        Use of other resources 53

    Training and Evaluation of Teachers 54

    Student Group 55

Table of Contents (cont.)

Page

Innovations in:

All fields 59-166
Multiple content areas 167-222
General (and Introductory) Psychology 223-326
Abnormal, Clinical, and Counseling 327-368
Applied and Industrial 369-378
Comparative and Physiological 379-392
Developmental 393-408
Educational 409-452
Experimental, Statistics and Learning 453-540
History and Systems 541-650
Social and Personality 651-688
Other 689-698

Further Reading 599-602

Author Index 603-605

Questionnaire 607

INTRODUCTION

Identifying Innovations in the Teaching of Psychology

There is a great need to facilitate communication between people who want to improve the teaching of psychology. As is true with most academic disciplines, communication about research and scholarship in psychology is maintained by professional journals and other information systems, but dissemination of information about teaching has been almost non-existent. In the past year the Division of the Teaching of Psychology (Division Two) of the American Psychological Association has concentrated its efforts on improving the exchanging of information on teaching among its constituents through two significant programs. First, the Division now publishes the *Journal of the Teaching of Psychology*. Secondly, the Division received a grant from the Exxon Education Foundation to survey innovative undergraduate teaching methods, courses and programs in psychology, and to publish a compendium of its findings. The objective of the grant is to provide each of us who works in the field access to individuals and programs to assist us in improving our teaching.

We have tried to assemble a considerable amount of information about innovative teaching in psychology and distribute it widely in a relatively short period of time. It will be obvious that this is not intended to be an authoritative treatise on teaching, but rather a readily useable reference work.

We constructed a questionnaire on innovative teaching practices and mailed it to nearly 7,000 psychologists. The sampling procedure included all members of Division Two, all APA members who in the last APA Manpower Survey indicated that they spent 40% or more of their time in teaching, all chairmen of undergraduate and graduate psychology programs in the United States (including two-year institutions), and all members of the Council of Undergraduate Psychology Departments. The responses from our survey constitute the core of this directory.

In attempting to define "innovation" as our subject of study, we start with the idea of something "new", but then must ask, "New to whom?" Our practical response has been, "If it is new and innovative to someone, it is likely that it will be new to some others as well." Even "old" ideas might be reconsidered by those who for lack of opportunity or institutional support in the past may now be predisposed to try out a "new" idea.

The directory is intended to be functionally descriptive rather than evaluative. An idea need not be entirely successful to be reported, for what does not work in one situation/institution might very well work in another context, and vice-versa. While our resources constrained us from providing any evaluation of programs, most of the innovators gave some evaluation evidence, and many others discussed the problems and pitfalls of their efforts. By publishing all survey responses we can give attention to ideas that, upon modification/revision, might prove worthwhile in many institutions beyond their point of origin and without regard to their degree of success.

The category system used here to describe innovative activity was adapted from a system developed by Dr. Richard Johnson of the Exxon Education Foundation, and from the *Yellow Pages of Undergraduate Innovations*, which was written by us and others at Cornell University's Center for Improvement of Undergraduate Education and published by *Change* Magazine. The idea for the directory came from our experience in developing the Yellow Pages, which attempted to survey all areas of undergraduate instruction. The knowledge gained from working on that project has aided us substantially, and while we have borrowed much from that volume, the fact that we are now able to focus on the discipline of psychology has led us to what we feel is a significant improvement. Most importantly, each innovation is described in much greater detail in this directory than was possible in a survey of all disciplines.

In compiling the directory, we have noted several trends. One of the most salient seems to be an attempt to make the content of psychology more meaningful and useful to the student's own life; to provide information and techniques for analyzing one's own phenomenological world. Another trend is the individualization of instruction, making it more effective and efficient for the heterogeneous student groups of today. With regard to the latter, we might note that Dr. Fred Keller's Personalized System of Instruction (which is described in some detail further on in this directory), was by far the most commonly mentioned innovative approach utilized.

It is our hope that this directory will encourage a higher level of willingness to experiment with new alternatives in teaching psychology; but increasing professional pressures suggest that innovative/improvement efforts will take place only to the extent that they are supported and encouraged by department chairmen, administrators, and those colleagues who are also taking "risks" in changing from the traditional ways. Shared responsibility and commitment for improving the teaching of psychology should lead to progress where individual efforts might fail.

As this volume goes to press many new ideas are being implemented and many others continue to go unrecognized; this directory is meant to be a starting point, and it is hoped that the users themselves will contribute to its continuation and extension.

If you have an innovation to add to this collection, there is a detachable questionnaire in the back. A significant number of additional returns will warrant a periodic update of this publication. Also, your comments as to how future editions may be made more useful will be appreciated.

This project was made possible by a grant from the Exxon Education Foundation. We wish to acknowledge the editorial assistance of Victor Garlock and Melanie Miller, and the secretarial assistance of Anne Reeves, Susanne Snoyer, and Janet Snoyer.

Ithaca, New York
June, 1975

James B. Maas
Douglas A. Kleiber

How to Use This Directory

As indicated in the table of contents, this directory is divided into two major sections: the first specifies the various categories of innovations and the second consists of descriptions of the innovations themselves. In the first section, each category definition is followed by a list of the titles of innovations falling into that category, together with the page number where the detailed description for each innovation can be found. In the second section, each detailed description appears on the front side of a page, with the relevant biographical and institutional information for that innovation on the back.

If you are interested in a particular kind of innovation:

1. Check the table of contents for the various categories.
2. Read the category descriptions in the text to better determine the nature of the innovations listed in that category.
3. Read the listings following the most appropriate category description, turning to the pages corresponding to the titles of most interest to you.

Example: You have an interest in the use of audio-visual materials; in the table of contents under "Method of Content Delivery" you note a category entitled "Use of Various Media." Read the description to verify that you are in the right place, and then refer to the listings that follow.

If you are interested in innovations within a particular content area:

1. Check the table of contents for the location of the particular content area.
2. Check the "All Fields" and "Multiple Listings" pages for material which may have relevance for that content area.

Example: You are interested in innovations in Social Psychology; in the table of contents find the pages associated with "Social Psychology" and those associated with "All Fields" and "Multiple Listings," checking these latter two for innovations which have relevance for social psychology.

We recommend that users do not limit themselves to looking only at their own area. By consulting the "All Fields" and "Multiple Listings" categories, and even other subdiscipline sections, it is likely that something of value might be found.

Perhaps most important, one should use this book as a notebook and phone book. Write in it, make comments, and add relevant information to it. Call or write an innovator for more information or just let him/her know that you share an interest. We sincerely hope this volume will work for you.

CURRICULUM

The innovations in this category deal with new courses and new approaches to traditional courses. They respond to the questions, "Where else can psychology go?" and "How is psychological knowledge and experience best organized?" Included are modifications in traditional courses, modifications in the major sequence, new topics, interdisciplinary courses and personal growth-oriented courses.

Modifications of Traditional Courses

Instructors are finding better ways to structure the old content areas. By modifying the topics or material covered or by rearranging their order of presentation, the structure of knowledge is reexamined and new perspectives are hopefully gained. [*Although modification of the unit structure is an integral part of PSI courses, it is felt that these changes are more instructional than curricular in nature, and thus they are identified in other categories.*]

	Page
A personalized introductory statistics course based on task analysis of statistical procedures	479
Stimulating interest in introductory psychology by use of multiple media	265
The study of hominology	269
Introducing undergraduates to sophisticated laboratory equipment	97
Undergraduate sequence in counseling psychology	341
Living psychologists -- tapes made with distinguished scholars	279
A personalized course: psychological self-help	345
Individualized/modularized multi-media educational/adolescent psychology course	437
Exploring your (the teacher's) interests with committed students	593
Understanding personality theory through integrated themas and theories	573
Teaching simple statistics for research	497
Introduction to psychology through science fiction	127
Basic system of all sciences	129
The concept of organ use revisited in the gluteus maximus	387
Self-grading: an experience in self-evaluated learning	355
A laboratory with a PSI course	515
Mini studies in class -- test taking as a way to help students understand behavior	135
A modular laboratory to accompany introductory psychology	301

Modifications of Traditional Courses (cont.)

	Page
Increasing self-directed learning skills through introductory psychology	223
A contemporary theorists course using contemporary theorists	541
Student-led seminars	327
The use of personalized instruction and self-modification projects in a behavioral self-control course	329
A beginning course for psychology majors, education majors, and other transfer students	227
Research orientation in an undergraduate history and systems of psychology course	543
Motivating for statistics learning in the undergraduate experimental course for majors	455
An end-term project involving the application of principles of general psychology to the analysis of everyday events	233
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Using group-inquiry approach to teaching-learning process	413
Programmed teaching design: an approach to group instruction	415
A problem-oriented approach in the teaching of introductory educational psychology	73
A personalized "Psychology of Adjustment" Laboratory course	331
Designing instruction to achieve higher level goals and objectives: a three state model	421
The use of historical notes, perspectives, personal vignettes, and biography in the teaching of introductory statistics	475
An interrelational approach to the teaching of social psychology	563
Teaching undergraduates practical psychology	261
Interdisciplinary course entitled "Exploring personality through literature"	567

Modifications of Traditional Courses (cont.)

Page

An emotional experience of Kubler-Ross' stages of dying using rock music 407

Faculty genealogies: a stimulus for student involvement in history and systems 549

Four teaching innovations: student experiment design, self studies, group studies, and "buzz sessions" 167

A modular program in educational psychology 443

Application of linear models and diagrams to simplify and clarify psychological theories and psychological interactions in general psychology, abnormal psychology, adolescent psychology and psychology of personality 209

Introductory psychology: should it be taught as a general survey course? 307

CURRICULUM

Modification of the Major Sequence

Changes in the psychology major represents a reevaluation on the part of the psychology department with respect to the best way of transmitting the discipline of psychology.

Page

A degree program in animal behavior 379

Eastern Illinois University offers two options to psychology majors: I) Scientific and II) Paraprofessional training 199

Integrated course in experimental psychology and statistics 527

CURRICULUM

New Topics

New courses represent a need to look deeper into selected topics. As knowledge is expanded in new directions, the evolution of related courses of study and specializations is inevitable. Problems arise in identifying instructional resources in the new areas and thus communication between like-minded professionals is essential.

	Page
Seminar on visual thinking	589
An experiential learning approach in teaching a first course in psychology	591
Development of curriculum in psychological medicine	179
Intergenerational communications workshop	555
Value, attitudinal and moral conflict, development, clarification, and responsibility: processes and content for educators, administrators, rehabilitation people and other healing professions	185
The psychology of creativity	561
Seminar on consciousness	255
The psychology of teaching: a graduate seminar on college teaching	423
Self-administered personality development course	569
Psychology of play and recreation: a developmental analysis	399
Repeated testing, use of undergraduate senior leaders, semi lecture-seminars presented in upper level course in drugs and behavior	385
The student-centered education project: a procedure for promoting student initiated innovation in educational technology	439
Using self-analytic group for teaching about interpersonal relationships	575
Teaching undergraduates to be behavioral therapists	349
Certificate program in the teaching of high school psychology	595
An assessment of psychology and the artistic process	289
Symposium on alcoholism	357
Undergraduate seminar in psychology history	547
Institutional depersonalization (mental hospital and prison)	585
Laboratory course in biofeedback	523
An emotional experience of Kubler-Ross' stages of dying using rock music	407

New Topics (cont.)

	Page
The psychology of sleep and dreams	597
Seminar in the teaching of psychology	165
Innovative techniques for a supervisory psychology course in a community college	377

CURRICULUM

Interdisciplinary Courses

Interdisciplinary courses are established in recognition of the shared concerns of different disciplines. Curriculum decision makers frequently assert that greater intellectual benefits are derived from courses which treat knowledge from allied fields simultaneously than from those courses which treat ideas in disciplinary isolation. Another perspective is that of problem-centered education which would join psychology with other disciplines in attacking some problem or issue.

Among the problems associated with interdisciplinary courses are finding appropriate reading material and, to the extent that team teaching is involved, developing a common language and working rapport with faculty members from other disciplines.

	Page
Combining educational psychology with student teaching; a team approach	411
A degree program in animal behavior	379
University learning center	191
Interdisciplinary course entitled "Exploring personality through literature"	567
Coordinated (Interdepartmental) Seminar. Supplementary weekly seminar for students simultaneously enrolled in the introductory courses in psychology and biology	193
An interdisciplinary course on research for undergraduates	111
An assessment of psychology and the artistic process	289
Computers and psychology	299
An assessment of psychology and the artistic process	289
Computers and psychology	299
An experiential approach to the study of creativity	211
Undergraduate seminar in psychology history	547
An interdisciplinary approach to psychology and religion	221

Personal Growth-Oriented Courses

Integrating affective growth goals is a response to the belief that education should accomodate and nurture in students the process of human development. Emotional maturity has long been held as a desireable educational outcome, but the specification of affective objectives to accompany cognitive objectives in a course or program has only recently become more acceptable. Advocates of this approach also make the assumption that for learning to be meaningful it must be related to the motivational and emotional states of the individual student.

These courses have typically grown out of a humanistic orientation where human relations and personal adjustments are central themes, but behaviorist-oriented courses which attempt to provide students with skills in self-management and self control also indicate a growing interest in "giving psychology away".

	Page
The use of personalized instruction and self-modifcation projects in a behavioral self-control course	329
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Teaching undergraduates practical psychology	261
The journal: an autobiographical approach to classroom learning	81
Self-administered personality development course	569
The study of hominology	269
A personalized course: psychological self-help	345
Problem solving as a method of teaching basic theories of counseling and psychotherapy in an in-service training course for teachers of special education	347
Education through student interaction: structured, self-led discussions of articles as part of the introductory course	123
Self-monitoring of study behavior	125
Self grading: an experience in self-evaluated learning	355
Discussion in the round	403
An experiential approach to the study of creativity	211
Principles of self-modification: an innovative psychology course	217
Teaching educational psychology	447
Role-playing as a supplemental instructional technique in introductory psychology	323

METHOD OF CONTENT DELIVERY

While curriculum innovations deal with what is taught, the question of how the content should be presented is quite a different matter. The limitations of the verbal lecture presentation have long been known. In instructor-centered teaching it remains the most popular vehicle for information transmisson, but other modes are being used to supplement, or in some cases replace, the lecture.

Use of Various Media

The use of various media, such as films, slides, videotapes, and audio recordings, enable many students to gain insight and experiences rarely feasible within the traditional lecture context alone. Since recorded phenomena can be presented repeatedly (generally at the teacher's and student's convenience), experiential learning can be combined with instructional flexibility.

The use of media can also be effectively combined with other instructional techniques. The audio-tutorial approach utilizes slides, film strips, tape recordings, etc., in providing self-paced, modularized instruction.

To accomplish the one-way transmission of information, instructional media can be effective substitutes for some types of traditional teaching. This is particularly true when qualified instructors are not available, or when the traditional format of instruction is not appropriate in view of the learner's special circumstances (e.g., instructional television for remote areas, courses by newspaper). The use of tapes, films, or slides may also serve to free instructors of large lecture courses for more personal interaction with their students.

Users of media claim additionally that the involvement of different senses in the receiving of information leads to a more integrated understanding of a given topic.

Page
Individualized/modularized multi-media educational/adolescent psychology course 437
The CAPIWIF (cassette assisted programmed instruction with immediate feedback) system of instruction using take-home-tutoring cassettes and cassette recorded classroom tests 107
A group project using audio-visual equipment 375
Guest speakers via telephone 117
The videotape recorder: off-the-air programs and their use in an introductory psychology course or advanced psychology courses 281
Using films as they were not meant to be used 133
An audio-visual course on perception and the practitioner for self-paced and group instructional settings 207
Student generated multi-media show entitled "Introduction to Psychology" 305
The use of videotape in introductory psychology lectures 311

Use of Various Media (cont.)

	Page
An emotional experience of Kubler-Ross' stages of dying using rock music	407
Use of video equipment as instantaneous feedback in an experimental psychology course	391
A contemporary theorists course using contemporary theorists	541
Value, attitudinal, and moral conflict, development, clarification, and responsibility: processes and content for educators, administrators, rehabilitation people and other healing professions	185
General psychology: closed circuit television. Teaching coordinated to programmed material	241
Workshop in secondary school psychology	247
Extension teaching with taped lectures and personalized instruction	469
Using films, TV, and undergraduate counselors to teach introductory psychology	77
Supplementary lecturing via audio and visual tape	333
Teaching the principles of dynamic psychotherapy to prospective clinical psychologists and other mental health professions	335
Nine-minute six form triple-opportunity mastery of introductory psychology using overhead projection in large classes	259
Rate controlled speech input to facilitate learning through self instruction	83
Student scheduled involvement in films, discussions, and repeatable tests	99
Optimizing instruction in large courses	85
Stimulating interest in introductory psychology by use of multiple media	265
DATACALL: a computer-based game for teaching research strategy	485
PSI in a liberal arts college for the deaf	267
Humanistic, contract-based approach to teaching psychological foundations of education	433
Use of music before class to illustrate set and stimulus control of behavior	273
Living psychologists -- tapes made with distinguished scholars	279

METHOD OF CONTENT DELIVERY

Use of Various Media (cont.)

Page

Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing, and extensive individual tutorials 319

Expanding the availability of introductory psychology through broadcast television 321

Use of taped lectures and an open lab as a method for teaching quantitative methods in psychology 533

Forty-five color films for teaching introductory psychology 243

METHOD OF CONTENT DELIVERY

Computer-Related Procedures

While the potential for using computer systems has been recognized for some time, the development of this potential has proved to more difficult than was originally expected and only recently have computer-related procedures been widely employed across different disciplines and content areas. This utilization includes simple drill on content, record keeping, assessment of student learning, training in specific skills, individualized presentation of instructional material, and opportunities for trying out new learning with immediate knowledge of results.

Though frequently used for administration and evaluation purposes, the greatest innovative value lies in the improvement of instruction -- both actual and potential. Because a computer can be programmed to make decisions in response to student actions, computer-related procedures offer the real possibility of moving beyond the limited features of programmed instruction or teaching machines. In recent applications, students use a typewriter keyboard at a remote terminal to interact with the computer and the computer responds with either printed messages or images on a TV-like display device. A program, frequently written by the innovator, determines how the computer will respond to each student input. Such as system allows for considerable flexibility in both student and computer responses.

Computer-related techniques can serve as adjuncts to other innovations. For example, the presentation of a module can be controlled by a program which activates peripheral devices such as films, slides, or videotapes. Computers are also useful for complex simulations and games which involve students interacting with each other or with the computer through remote terminals. This is particularly effective when students must utilize a great deal of data which the computer can easily store. This characteristic, of course, makes the computer useful in any context in which large amounts of information need to be processed and easily retrievable.

	Page
The use of computer simulations of psychological experiments in alrge undergraduate classes in research methods	461
EXPERSIM as an aid in teaching experimental design	463
Computer-assisted teaching of analysis of variance computations	465
Automated information retrieval	419
Workshop in secondary school psychology	247
Computer simulations of progressively complex psychology experiments	471
1. PSI in psychology at Hilo College 2. Computer support of PSI	189
DATACALL: A computer-based game for teaching research strategy	485
Computer assisted individualized (mastery) instruction with large intact class sections	93

METHOD OF CONTENT DELIVERY

Computer-Related Procedures (cont.)

	Page
Individualized/modularized multi-media educational/ adolescent psychology course	437
EXPER SIM (Experimental Simulation): the use of computer simulation in instructional laboratory courses	499
Teaching experimental methodology to undergraduate psychology students with the help of a computer simulating experimental data	503
Computers and psychology	299
Using computer simulated experiments with the Louisville Experiment System (LESS) for teaching undergraduates research methodology	529
Mini-computer laboratory for experimental psychology	531

METHOD OF CONTENT DELIVERY

New Printed or Written Materials

The development of new printed materials that differ in either form or content from standard textbooks or readers represent alternative means of transmitting information and arousing interest. Occasionally such materials are used to supplement or replace lectures.

	Page
Using fiction to teach psychological concepts	177
Programmed teaching design: an approach to group instruction	415
Materials and delivery system for a self-paced personality theory course	559
A personalized introductory statistics course based on task analysis of statistical procedures	479
Student scheduled involvement in films, discussions, and repeatable tests	99
A contract for the teaching team of the day model, a design for (summer) sessions in which classes meet in two hours blocks	101
Teacher as resource lecturer: reacting to students' needs through preliminary mini-research	119
Using dictated notes to teach psychology to community college students with limited literacy	201
Are lectures necessary?	353
Introduction to psychology through science fiction	127
Use of novels in the teaching of personality theory	583
Group or personal counseling kit (applicable to classroom, family, and/or individual counseling and teaching	365

METHOD OF CONTENT DELIVERY

Use of Models, Illustrations, and Examples

Instruction can often be facilitated by the use of a good model, illustration or example. Gimmicks to make a point more salient are also included in this category.

Page

Teaching ANOVA models via miniature numerical examples 459

Teaching introductory psychology by "mini-lecture" 69

The student as data generator in undergraduate statistics 483

Exploring your (the teacher's interests with committed students 593

The concept of organ use revisited in the gluteus maximus 387

Application of linear models and diagrams to simplify and clarify psychological theories and psychological interactions in general psychology, abnormal psychology, adolescent psychology, and psychology of personality 209

METHOD OF CONTENT DELIVERY

Use of Other Resources

In some instances and for some topics it may be useful to use resources outside of the classroom for transmitting information.

Page

Making the most of library resources 65

Introducing undergraduates to sophisticated laboratory equipment 97

Using dictated notes to teach psychology to community college students with limited literacy 201

Teaching of undergraduate psychological statistics with and without a textbook 513

An "unconventional" lecture course in introductory psychology 297

INDIVIDUALIZED INSTRUCTION

It is clear that students differ greatly in terms of what they learn and how they learn it. Individual differences can be accomodated by allowing students to proceed through required curriculum at their own rate, by letting them choose and design some of their own course-related activities and by allowing them to work independently of structured courses.

One of the factors that dictates the extent to which instruction can be individualized is student-faculty ratio. Large classes will inevitably limit the potential for individual attention from one teacher and thus assistance is necessary. Individualization also demands a certain flexibility in the evaluation system; as the time for mastery of materials varies from one individual to another assessment must be made in the appropriate ways and at the appropriate times.

Self-Paced Instruction

Self-paced instruction, which involves "mastery-based learning", may proceed as fast or as slowly, with as much or as little review or repetition as the student or teacher desires until mastery is reached. But the degree of formal structure imposed in such courses may vary; in some cases time deadlines for each unit are incorporated to reduce procrastination and incomplete work.

As the following listings will indicate, the Personalized System of Instruction devised by Professor Fred Keller is an attempt at individualization that has become very popular with psychologists. It utilizes the Skinnerian operant conditioning principles of specification of terminal behaviors and effective arrangement of consequences. In practice, PSI usually has the following features: unitization (information broken down into small manageable units), self-pacing (whereby the student proceeds through one unit at a time at his own pace), criterion-referenced mastery (which must be demonstrated prior to advancing to the next units) and the use of student proctors. Various modifications of the system can be made. Where courses are quite small it may be possible for one instructor to provide all the individualized attention (e.g. immediate feedback on tests). Where students are lagging behind or when administration of individualized sequences becomes difficult, the self-pacing aspect can be modified by setting up periodic, regular testing for all -- though one might question whether the PSI label, modified or otherwise, is appropriate in such cases. Where programs lack self-pacing they are not included in this category.

Page

Programmed instruction of statistics and the problem of self-discipline 509

Self-paced course in introductory psychology 287

A laboratory with a PSI course 515

A modular laboratory to accompany introductory psychology 301

An audio-visual course on perception and the practitioner for self-paced and group instructional settings 207

Structuring a personalized system of instruction in an introductory social psychology course 581

INDIVIDUALIZED INSTRUCTION

Self-Paced Instruction (cont.)

	Page
Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing, and extensive individual tutorials	319
A personalized system of instruction	197
Competency based instruction in research	537
PSI psychology in an urban community college	263
An individualized course for school personnnel in behavior modification	429
Student scheduled involvement in films, discussions, and repeatable tests	99
Optimizing instruction in large courses	85
1. PSI at Hilo College 2. Computer support of PSI	189
PSI in a liberal arts college for the deaf	267
Computer assisted individualized (mastery) instruction with large intact class sections	93
Personalized system of instruction in elementary statistics using undergraduate and graduate students as tutors	489
Introducing undergraduates to sophisticated laboratory equipment	97
Individualized computer-generated workbooks for elementary statistics	491
A PSI course in psychological statistics	493
Personalized system of instruction	197
Teaching educational psychology by means of a personalized system of instruction	435
Individualized/modularized multi-media educational/adolescent psychology course	437
PSI takes the anxiety out of statistics	495
Development and use of a modified self-paced system of instruction in an undergraduate course in personality	571
The CAPIWIF (cassette assisted programmed instruction with immediate feedback) system of instruction using take-home-tutoring-cassettes and cassette recorded classroom tests	107
The student centered education project: a procedure for promoting student initiated innovation in educational technology	439
Systematic design and implementation of an introductory psychology course	285
Personalized system of instruction for statistics and experimental psychology	505

INDIVIDUALIZED INSTRUCTION

Self-Paced Instruction (cont.)

	Page
Personalized system of instruction	313
An application of behavior principles to the teaching of general psychology	317
Self-paced course in the psychology of learning	325
A personalized system of instruction course in elementary statistics	453
Increasing self-directed learning skills through introductory psychology	223
"Introduction to Psychology" - course for adults based upon the personalized system of instruction	225
Using a modified Keller system in teaching general psychology	229
Self-paced, personalized system of instruction, in introductory psychology and educational psychology	181
Mastery, test security, and by-objective feedback in a large introductory psychology course	235
Personalized system of instruction in undergraduate teaching	557
The psychology and life unit mastery system	239
Personalized instruction (Keller plan) in physiological psychology	381
Materials and delivery system for a self-paced personality theory course	559
Student outcomes in self-paced instruction in relation to student characteristics	71
A personalized "psychology of adjustment" laboratory course	331
Extension teaching with taped lectures and personalized instruction	469
Interdisciplinary physiological psychology with a laboratory and personalized instruction	383
The personalized system of instruction (PSI) in an undergraduate child psychology course	395
Personalized system of instruction (modified Keller system) in abnormal psychology	337
Effects of student-student interviews in self-paced course	425
A personalized introductory statistics course based on task analysis of statistical procedures	479
Using a unit-mastery procedure to teach introductory experimental psychology	481

INDIVIDUALIZED INSTRUCTION

Student-Directed Learning

Student-designed curriculum and instruction represents another approach to individualization. Rather than prescribing most or all of the tasks and materials, as is generally true of self-paced programs, students are permitted and encouraged to tailor their own learning experience within limits of greater or lesser restriction. The intention is to give students more responsibility for their own learning. In many cases, it is a response to students' demands for more control over their educational lives; and in other cases it represents a strong feeling on the part of the instructor that learning is ultimately more effective under these circumstances. Negotiations between students and instructors over learning activities provides for shared responsibility and control.

	Page
The use of personalized instruction and self-modification projects in a behavioral self-control course	329
The therapeutic community teaching concept in behavioral science education	61
A beginning course for psychology majors, education majors, and other transfer students	227
Independent study and self-directed learning in psychology	173
Development of a contract-based grading system and experiential learning in an introductory course in organizational psychology	551
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Using group inquiry approach to teaching-learning process course	413
Individualized opportunity in psychology courses	183
A personalized contractual plan in educational psychology	417
Interdisciplinary course entitled, "Exploring personality through literature"	567
Self-administered personality development course	569
An innovative model in educational psychology matching student, teacher, and methods	431
Optimizing instruction in large courses	85
Coordinated (interdepartmental seminar): supplementary weekly seminar for students simultaneously enrolled in the introductory courses in psychology and biology	193

Student-Directed Learning (cont.)

	Page
Computer assisted individualized (mastery) instruction with large intact class sections	93
The student-centered education project: a procedure for promoting student initiated innovation in educational technology	439
Undergraduate research at Regis College	501
Spicing up an abnormal psychology course	359
Student generated multi-media show entitled "Introduction to Psychology"	305
Principles of behavioral self-modification: an innovative psychology course	217
Teaching educational psychology: a humanistic, process-oriented, field-centered approach	447
Institutional depersonalization (mental hospital and prison)	585
Role-playing as a supplemental instructional technique in introductory psychology	323
Personalized and participatory learning and teaching	449

INDIVIDUALIZED INSTRUCTION

Independent Study

Independent study differs from the previous category because it is not tied down to classroom or learning center activities, and it could conceivably be designed entirely by the instructor. Though it is not a new concept, the one-to-one tutorial relationship between student and instructor continues to make this a popular alternative to traditional classroom study.

Page

Independent study and self-directed learning in psychology 173

1. The Bay Area as a resource in psychology 87
2. Student/faculty/community designed B.A. in psychology

LEARNING THROUGH EXPERIENCE

There are those who feel that the passivity of typical classroom behavior is the greatest detriment to learning. They argue that the greater the active involvement of the learner, the more worthwhile and substantial will be the learning experience. The best way to deal with this problem would be to get the student out of the classroom where the issues and problems seem somewhat artificial, and into the real world situations where experiential learning can be maximized. But even within the classroom the use of exercises, case studies, simulations and role-playing can do a great deal to make psychology "come alive" to students.

While experiential learning may have significant advantages for a greater understanding of psychology, it would appear to be crucial for learning the practice of psychology. Internships and practica have long been a part of graduate training but they are now being integrated into undergraduate programs as the listings below will indicate. And the same is true for academic psychology; many undergraduates are becoming actively involved in original research.

Simulations, Games and Role Playing

Simulations, games and role playing are ways of experiencing a model of reality and an approximation to field experience at much less cost in time and money. Such procedures can be effectively used as a substitute for, a preparation for, or in combination with, field experience.

Simulation refers to a deliberate effort to construct a model, an abstract of reality, having components which are "important" to a particular conception of that reality. Gaming is a major variant of this and involves participants in making decisions in the "play" of the model. Role playing has some of the elements of games and simulations without the strict adherence to the model or structure.

Because they are entertaining, such activities have the advantage of being intrinsically motivating to students. Unlike most educational techniques, they are often capable of providing a holistic perspective of the systematic relationships in a problem or topic. The techniques are particularly valuable in that students' decisions are, for the most part, clearly consequential (though within a "safe" environment) and thus result in immediate feedback based on objective evaluations. By requiring students to interact cooperatively and competitively with one another, most games are thought to promote social-emotional growth and facilitate socialization into adult roles.

	Page
Using computer simulated experiments with the Louisville Experiment Simulation System (LESS) for teaching undergraduates research methodology	529
Role playing as a supplemental instructional technique in introductory psychology	323
Development of a contract-based grading system and experimental learning in an introductory course in organizational psychology	551
The use of computer simulations of psychological experiments in large undergraduate courses in research methods	461

LEARNING THROUGH EXPERIENCE

Simulations, Games and Role Playing (cont.)

Page

EXPERSIM as an aid in teaching experimental design 463

A personalized contractual plan in educational psychology 417

Designing instruction to achieve higher level goals and objectives: a three stage model 421

Teaching the principles of dynamic psychotherapy to prospective clinical psychologists and other mental health professions 335

SIMSOC: Simulated Society 565

Simulations and the creation of meaning 253

The psychology of teaching: a graduate seminar on college teaching 423

DATACALL: A computer-based game for teaching research strategy 485

Role-playing administration of an intelligence test 271

EXPER SIM (experiment simulation) The use of computer simulation in instructional laboratory courses 499

Role playing situation as a vehicle to teach the application of psychological principles 373

Teaching undergraduates to be behavioral therapists 349

Teaching experimental methodology to undergraduate psychology students 503

Structured undergraduate behavior therapy practicum 351

Extended family therapy role playing in an undergraduate clinical psychology course 361

Teaching educational psychology: a humanistic, process-oriented, field-centered approach 447

Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing, and extensive individual tutorials 319

LEARNING THROUGH EXPERIENCE

Case Studies

While case studies and simplified or vicarious "real" experiences do not typically require active participation to the extent that simulations, games, and role-playing do, they are similar in the attempt to bring reality into the classroom in some manageable way. In considering a "case" one can be a psychologist for the moment, experience the situation, analyze the dynamics and make decisions. The value of these experiences (as is also true of simulations) lies in the ability of the instructor/designer to abstract reality so that it can be manageably presented in the classroom without reducing it to the extent that realism is lost. This is the challenge in the use of such techniques.

Page

An experiential learning approach in teaching a first course in psychology 591

Utilization of early testing to expedite experimentally based classes 409

An end-term project involving the application of principles of general psychology to the analysis of everyday events 233

Value, attitudinal, and moral conflict, development, clarification, and responsibility: processes and content for educators, administrators, rehabilitation people and other healing professions 185

Teaching the principles of dynamic psychotherapy to prospective clinical psychologists and other mental health professions 335

Four teaching innovations: student experiment design, self studies, group studies, and "buzz" sessions 167

The journal: an autobiographical approach to classroom learning 81

Using self-analytic group for teaching about interpersonal relations 575

Undergraduate sequence in counseling psychology 341

Problem solving as a method of teaching basic theories of counseling and psychotherapy in an in-service course for teachers of special education 347

A group project using audio-visual equipment 375

The videotape recorder: off-the-air programs and their use in an introductory psychology course or advanced psychology courses 121

Institutional depersonalization (mental hosptial and prison) 585

LEARNING THROUGH EXPERIENCE

Exercises for Skill Development

Frequently before going into the field, or in place of field experience, a student can be given the opportunity to practice some newly acquired skill. This may involve counseling skills, laboratory skills, behavior modification skills, interpersonal process skills or other kinds of analysis, prescription and communication techniques.

	Page
The use of personalized instruction and self-modification projects in a behavioral self-control course	329
The therapeutic community teaching concept in behavioral science education	61
A beginning course for psychology majors, education majors, and other transfer students	227
Participation exercises in a course in the psychology of personality	553
Using group inquiry approach to teaching-learning process course	413
Intergenerational communications workshop	555
A problem-oriented approach in the teaching of introductory educational psychology	73
Experiential curriculum in psychology at a two-year college	187
The psychology of teaching: a graduate seminar on college teaching	423
Teaching undergraduates practical psychology	261
Self-administered personality development course	569
Optimizing instruction in large courses	85
Introducing undergraduates to sophisticated laboratory equipment	97
Undergraduate sequence in counseling psychology	341
Training undergraduates as coleaders of multifamily counseling groups	343
Eastern Illinois University offers two options to psychology majors: I) Scientific and II) paraprofessional training curriculum	199
A personalized course: psychological self-help	345
Teaching educational psychology by means of personalized system of instruction	435
Problem solving as a method of teaching basic theories of counseling and psychotherapy in an in-service training course for teachers of special education	347

Exercises for Skill Development (cont.)

	Page
Teaching undergraduates to be behavioral therapists	349
Encouraging active student learning	131
Using films as they are not meant to be used	133
Teaching psychology majors to think like scientists: using open-ended questions to shape problem-solving behavior in undergraduates	145
An experiential approach to the study of creativity	211
Principles of behavioral self-modification: an innovative psychology course	217
Projects in empirical psychotherapy as a component of psychology courses	367
Competency based instruction in research	537
Student experimental psychology convention	467

LEARNING THROUGH EXPERIENCE

Field Study, Internships, and Practica

Internship and fieldwork are terms used to describe experiences designed to provide a transition from classroom training to on-the-job activity. Supervised field experience, as part of traditional on-campus education, is considered here as a category of innovation because of its increased use as a relatively self-contained academic experience. Instead of supplementing classroom experience, it is seen by many as a preferable mode of instruction because it provides a more integrated and realistic perspective.

By allowing and encouraging students to leave the campus for substantial periods of time in the active pursuit of knowledge and training (with greater or lesser amounts of direction), faculty make the implicit assumption that self-direction and responsibility add meaning to the learning experience.

Consistent with this new perspective on off-campus education is the development of mechanisms such as written reports and oral presentations for integrating these experiences back into the normal curriculum and for providing better means of evaluating and accrediting these experiences.

	Page
Volunteer field work for academic credit	67
Undergraduate practicum in industrial psychology	369
Utilization of early testing to expedite experientially based classes	409
Combining educational psychology with student teaching: a team approach	411
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Intergenerational learning/living	237
Undergraduate field experience program	371
Helping students explore counseling as a possible career goal and preparing them for possible positions as counselors (semiprofessionals in school guidance work).	75
Experiential curriculum in psychology at a two year college	187
Four teaching innovations: student experiment design, self studies, group studies, and "buzz" sessions	167
Alternative way to satisfy the laboratory requirement of operant conditioning in a course in the experimental psychology of learning	477
Field work in developmental psychology: middle school placement	397

LEARNING THROUGH EXPERIENCE

Field Study, Internships and Practica (cont.)

Page

Role-playing administration of an intelligence test 271

Undergraduate sequence in counseling psychology 341

Training undergraduates as co-leaders of multifamily counseling groups 343

The student centered education project: a procedure for promoting student initiated innovation in educational technology 439

Teaching undergraduates to be behavioral therapists 349

Certificate program in the teaching of high school psychology 595

Traveling internship program 113

Touring psychology classes 115

Structured undergraduate behavior therapy practicum 351

Full-time field work program integrated with classroom learning: Project Outreach spring internship 205

Undergraduate field work program in local community settings: Project Outreach 203

Discussion in the round 403

Spicing up an abnormal psychology course 359

Regional internship: psychology in action 149

Field experience in psychological settings: an innovative psychology course 363

The use of child observations in teaching developmental psychology to perspective teachers 405

Teaching educational psychology: a humanistic, process-oriented, field-centered approach 447

Introducing undergraduate psychology majors to methods of clinical inference and research 339

An individualized course for school personnel in behavior modification and applied research techniques 429

Coordinated (interdepartmental) seminar: supplementary weekly seminar for students simultaneously enrolled in the introductory courses in psychology and biology 193

Observing natural behaviors of animals 389

LEARNING THROUGH EXPERIENCE

Research

Research is becoming more and more popular in undergraduate psychology courses. There are at least two likely explanations. First, competition for graduate school admission is becoming ever more intense and the resulting selection process more vigorous. Undergraduate classroom performance and academic promise, however brilliant, are frequently not enough to gain admission to highly selective programs and proven ability to engage in research is definitely to the applicant's credit. Secondly, there are many who feel that research is a more viable way to teach psychology than dissemination of facts. In this view, learning is regarded as a process; by providing adequate tools the instructor enhances learning by discovery and encourages the continual investigation of behavior.

In any case, those who favor some form of research experience for undergraduates are faced with the financial constraints of providing research facilities and opportunities. Furthermore, like other forms of individualized instruction, the research process must be carefully monitored if it is to be an effective learning experience.

Page

Research orientation in an undergraduate history and systems of psychology course 543

Automated information retrieval 419

Student experimental psychology convention 467

Four teaching innovations: student experiment design, self studies, group studies, and "buzz" sessions 167

Introducing undergraduates to sophisticated laboratory equipment 97

The student centered education project: a procedure for promoting student initiated innovation in educational technology 439

Undergraduate research at Regis College 501

Facilitating original experimentation in social psychology at a professional level of theoretical and methodological sophistication by advanced undergraduate students 577

An interdisciplinary course on research for undergraduates 111

A group research project in experimental psychology 579

Competency based instruction in research 537

EVALUATION, FEEDBACK AND GRADING

Grading and evaluation have always been controversial. Students want more careful evaluation, but at less emotional cost; instructors feel the need to serve both students as individuals and others who desire summary ratings of students. In response to these problems (and to the innovations described earlier which require adjustments in assessment systems), a wide variety of new procedures have been developed and applied.

With competency-based programs and programs utilizing contracts, evaluation is frequently built into the learning process rather than being an end-product of the course. "Mastery" or "completion" is often the only final evaluation, with feedback about performance and progress being given throughout the course or program.

Since a great deal of learning takes place outside the classroom, assessment systems have been revised in many cases to include such experiences. Off-campus education may best be evaluated by an adviser who is in contact with the student in the field and has access to the student's journal or other written reports in which the experience is described. An oral examination is also used on occasion.

Traditional examination/grading systems are also being improved through technological advances. Computerized tests allow for rapid scoring and reporting, thus providing faster and more accurate feedback. Such procedures are often effectively implemented with modular instruction where testing is frequent and immediate feedback essential. Interactive computers can accomodate both the learning and the evaluation aspects of such programs.

The listings in this category are divided into formative evaluation, summative evaluation, and combinations of the two. In formative evaluation the innovations focus on how students are given feedback to help in the process of learning. In summative evaluation the focus is on novel ways to reduce some of the problems associated with arriving at a final grade and certifying the learning experience. These two kinds of evaluation are both considered in systems which provide more or better feedback, prescribe appropriate remedial activities and utilize the evidence of adjustment and progress to arrive at a final grade. Most mastery-oriented grading systems fall into this category as do most contract systems.

Formative Evaluation

Formative evaluation has often been neglected in college courses. Since evaluation is fraught with problems, and final grades tend to be the only evaluation that is obviously consequential for both instructor and student, many have been content to deal with final grades only. Students often complain about insufficient or ineffective feedback from their teachers so that improvement can be made. Rarely are they required or even expected to modify the deficiencies or inadequacies in their performance. The innovations in this category suggest that it is possible and desirable to spend more time in providing students with more information about their efforts as they are in the process of learning rather than after they are through.

Page

Utilization of early testing to expedite experimentally-based classes 409

Paper-tutorial in conjunction with standard lecture format in a history of psychology course 544

Formative Evaluation (cont.)

Page

The journal: an autobiographical approach to classroom learning 81

Student evaluation of essay examinations as a means of enhancing the value of feedback 103

The CAPIWIF (Cassette assisted programmed instruction with immediate feedback) system of instruction using take-home-tutoring-cassettes and cassette recorded classroom tests 107

The use of research tutorial strategies to develop research skills, as measured by two completed research projects each year, with doctoral students in psychology 535

EVALUATION, FEEDBACK AND GRADING

Summative Evaluation (Grading)

Improvement in summative evaluations are represented by new grading procedures that give more equitable consideration to individual differences, provide a more efficient and objective way of assessing achievement, utilize others (such as the student involved) in making that judgment or some combination of these things.

	Page
Taking the guesswork out of studying for undergraduate psychology courses	169
Development of a contract-based grading system and experiential learning in an introductory course in organizational psychology	551
Materials and delivery system for a self-paced personality theory course	559
General psychology: closed circuit television. Teaching coordinated to programmed material	241
An interrelational approach to the teaching of social psychology	563
An individualized course for school personnel in behavior modification	429
Stimulating interest in introductory psychology by use of multiple media	265
Humanistic, contract-based approach to teaching psychological foundations of education	433
Using students' "question cards" as mid-term and final examination items	281
Development and use of a modified self-paced system of instruction in an undergraduate course in psychology	571
Repeated testing, use of undergraduate senior leaders, semi lecture-seminars presented in upper level course in drugs and behavior	385
Class decision in determining method of grading	108
A group project using audio-visual equipment	375
Grading	139
Large group, small group, and individuals	143
Spicing up an abnormal psychology course	359
The use of alternative grading systems in introductory psychology	309

EVALUATION, FEEDBACK AND GRADING

Summative Evaluation-(Grading) (cont.)

	Page
Certificate program in the teaching of high school psychology	595
Evaluation by use of "small group exams"	151
Labor saving mastery course examinations which test for concept attainment ratehr than rote learning	153
Self-paced course in the psychology of learning	525
Filing examinations in the University library as a motivational device for study	155
Student selected learning in an assigned textbook	159
Using an oral recitation quiz technique in discussion sections of social psychology and psychology of personality courses	163

EVALUATION, FEEDBACK AND GRADING

Combination

The combination of formative and summative evaluation is best accomplished in mastery-oriented approaches (such as PSI) whereby students get numerous opportunities - with intervening feedback - to assess their abilities and improve performance.

Contract systems in which students agree to meet various criteria for grades also typically include mechanisms for feedback and additional opportunities when criteria are not met. Contract systems differ, however, in terms of the extent to which the criteria are teacher-determined or student-determined (see Individualized Instruction category).

	Page
A personalized system of instruction course in elementary statistics	453
"Introduction to Psychology" - course for adults based upon the personalized system of instruction	225
The mastery classroom: combining the mastery testing approach of PSI with the group-pacing and activities of the traditional classroom	171
The use of personalized instruction and self-modification projects in a behavioral self-control course	329
Using a modified Keller system in teaching general psychology	229
Self-paced, personalized system of instruction in introductory psychology and educational psychology	181
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Mastery, test security, and by-objective feedback in a large introductory psychology course	235
Personalized system of instruction in undergraduate teaching	557
The psychology and life unit mastery system	239
Personalized instruction (Keller Plan) in physiological psychology	381
Programmed teaching design: an approach to group instruction	415
A personalized contractual plan in educational psychology	417
Extension teaching with taped lectures and personalized instruction	469
A personalized "Psychology of Adjustment" laboratory course	331

Combination (cont.)

	Page
Personalized system of instruction	197
Teaching educational psychology by means of a personalized system of instruction	435
A contract for the teaching team of the day model, a design for (summer) sessions in which classes meet in two hour blocks	101
PSI takes the anxiety out of statistics	495
The student centered education project: a procedure for promoting student initiated innovation in educational technology	439
Systematic design and implementation of an introductory psychology course	285
Contingency management for the increasing generalization of academic skills in a developmental psychology course	401
Teaching undergraduates to be behavioral therapists	349
Personalized system of instruction for statistics and experimental psychology	505
Self-paced course in introductory psychology	287
Mastery criteria and "self-pacing" in undergraduate courses	291
A combination of mastery learning and behavior modification in an educational psychology course	441
A comparison of lectures, interviews, and discussions in teaching research design skills	511
Self grading: an experience in self evaluated learning	355
Adaptation of the Keller Plan to an introductory psychology course	293
An audio-visual course on perception and the practitioner for self-paced and group instructional settings	207
Structuring a personalized system of instruction in an introductory social psychology course	581
Personalized system of instruction	313
Formative evaluation, mastery grading, and peer directed small group discussion in an introductory educational psychology class	445
Motivational, mastery and persistence behavior as a function of frequency of testing in introductory psychology classes: an alternative to PSI	148

Combination (cont.)

	Page
Interdisciplinary physiological psychology with a laboratory and personalized instruction	383
Using unit mastery tests in psychological statistics	473
The personalized system of instruction (PSI) in an undergraduate child psychology course	395
Personalized system of instruction (modified Keller system) in abnormal psychology	337
Longitudinal evaluation and improvement of teaching: an empirical approach based on analysis of student behaviors	257
Nine-minute six form triple-opportunity mastery of introductory psychology using overhead projection in large sections	259
Effects of student-student interviews in a self-paced course	425
Using unit mastery and frequent testing in educational psychology	427
Using a unit-mastery procedure to teach introductory experimental psychology	481
PSI psychology in an urban community college	263
Student scheduled involvement in films, discussions, and repeatable tests	99
Optimizing instruction in large courses	85
1. PSI in psychology at Hilo College. 2. Computer support of PSI.	189
PSI in a liberal arts college for the deaf	267
Group oral final examination	89
Humanistic, contract-based approach to teaching psychological foundations of education	433
Computer assisted (mastery) instruction with large intact class sections	93
Personalized system of instruction in elementary statistics using undergraduate and graduate students as tutors	489
Learning contracts	95
Programmed student achievement in introductory psychology	277
Use of the Keller Plan with undergraduates at an urban state college	275
A PSI course in psychological statistics	493
Humanizing mastery learning without paraprofessional assistance	195

Combination (cont.)

	Page
Students develop personalized contracts for grades in introductory psychology: undergraduate teaching assistants used	219
An application of behavior principles to the teaching of general psychology	317
Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing, and extensive individual tutorials	319
Zip code quick quiz card self-scoring multiple-choice test with immediate knowledge of results	529
A personalized system of instruction	161
Competency based instruction in research	537
Variations on Keller's PSI method for teaching introductory psychology	325
Variations on Keller's PSI method for teaching educational psychology	451

COURSE MANAGEMENT

This tends to be a "catch all" category dealing with better ways to run a course or program. It includes variations in who occupies the teaching role as well as how that role is utilized in the elicitation and maintenance of desired classroom behavior.

Various factors contribute to the changing role of the college teacher. The press to individualize will make it impossible for teachers to give equal attention to all students. The role of teacher as expert is also changing. The vast explosion of information makes information-management as important as information-dissemination. Teaching students how to learn requires different abilities and activities than teaching them what to learn and providing that information.

Hence, the teacher needs help. S/he gets that help in many cases - as the following listings will indicate - by using personnel available in the department, at the graduate and undergraduate levels and from the community, and by using new techniques and resources which will increase student involvement.

The category is divided into team teaching, teaching assistants, peer teaching, use of professionals, motivation techniques, class arrangement, calendar and time sequence changes, and the use of other resources.

Team Teaching

Team teaching has the potential to handle more students individually. It can also provide the instructional mechanism for interdisciplinary courses as well as the varied expertise necessary. As was suggested in the section on interdisciplinary courses, the challenge in team teaching is in maintaining open communication.

	Page
Motivating for statistics learning in the undergraduate experimental course for majors	455
Combining educational psychology with student teaching: a team approach	411
Interdisciplinary physiological psychology with a laboratory and personalized instruction	383
University learning center	191
Interdisciplinary course entitled, "Exploring personality through literature"	567
Computer assisted individualized (mastery) instruction with large intact class sessions	93
Training undergraduates as co-leaders of multifamily counseling groups	343
Introduction to psychology through science fiction	127
A modular laboratory to accompany introductoy psychology	301
A modular program in educational psychology	443
Teaching educational psychology: a humanistic, process-oriented, field-centered approach	447

Teaching Assistants

Large introductory lecture courses have been traditionally managed by using graduate students as teaching assistants; but academic pressures on the graduate students and financial pressure on departments have made this difficult in many cases. The problem is being resolved to some extent by using carefully selected, trained, and supervised upper-division undergraduates as teaching assistants and assigning credit instead of payment for their services. In self-paced individualized courses where individual qualification can be determined by achievement those who have progressed the furthest assist in teaching those who are less advanced, and get credit accordingly.

	Page
A personalized system of instruction course in elementary statistics	453
"Introduction to Psychology" - course for adults based upon the personalized system of instruction	225
Using a modified Keller system in teaching general psychology	229
The use of undergraduate teaching assistants in an experimental psychology laboratory course	447
Undergraduate student-led discussion groups	231
Self-paced, personalized system of instruction, in introductory psychology and educational psychology	181
Combing educational psychology with student teaching: a team approach	411
Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations	393
Mastery, test security, and by-objective feedback in a large introductory psychology course	235
Personalized system of instruction in undergraduate teaching	557
The psychology and life unit mastery system	239
Personalized instruction (Keller plan) in physiological psychology	381
A personalized contractual plan in educational psychology	417
Materials and delivery system for a self-paced personality theory course	559
Extension teaching with taped lectures and personalized instruction	469

COURSE MANAGEMENT

Teaching Assistants (cont.)

	Page
A personalized "psychology of adjustment" laboratory course	331
The psychology of teaching: a graduate seminar on college teaching	423
Use of the Keller plan with undergraduates at an urban state college	275
Using unit mstery tests in psychological statistics	473
The personalized system of instruction (PSI) in an introductory child psychology course	421
Using films, TV, and undergraduate counselors to teach introductory psychology	77
Personalized system of instruction (modified Keller system) in abnormal psychology	337
Using undergraduate teaching assistants in introductory psychology	251
Effects of student-student interviews in a self-paced course	425
PSI psychology in an urban community college	263
1.PSI in psychology at Hilo College 2. computer support of PSI	189
PSI in a liberal arts college for the deaf	267
Personalized system of instruction in elementary statistics using undergraduate and graduate students as tutors	489
A PSI course in psychological statistics	493
Personalized system of instruction	197
Book of the week course: a design for motivating students to help one another learn about development, personality, social and abnormal psychology	175
Repeated testing, use of undergraduate senior leaders, semi lecture-seminars presented in upper level course in drugs and behavior	385
The role of undergraduate teaching assistants in introductory psychology	283
Systematic design and implementation of an introductory psychology course	285
The student centered education project: a procedure for promoting student initiated innovation in educational technology	439
Personalized system of instruction for statistics and experimental psychology	505
Self-paced course in introductory psychology	287

Teaching Assistants (cont.)

	Page
Mastery criteria and "self-pacing" in undergraduate courses	291
A comparison of lectures, interviews, and discussions in teaching research design skills	511
Using teaching assistants and/or fellows to model behaviors for students	141
Student-assisted-instruction in community college introductory psychology	295
Undergraduate field work program in local community settings: project outreach	203
Using undergraduates (including first-year) as teaching aides in introductory psychology	303
Using undergraduate and graduate student tutors as adjuncts to an undergraduate statistics course	521
Structuring a personalized system of instruction in an introductory social psychology course	581
The use of undergraduate assistants in various psychology courses	215
Personalized system of instruction	313
Formative evaluation,mastery grading, and peer directed small group discussions in an introductory educational psychology class	445
Students develop personalized contracts for grades in introductory psychology: undergraduate teaching assistants used	219
Redesign of an introductory psychology course	315
An application of behavior principles to the teaching of general psychology	317
Self-paced course in the psychology of learning	525
Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing, and extensive individual tutorials	319
Use of taped lectures and an open lab as a method for teaching quantitative methods in psychology	533
Highly structured lectures, undergraduate teaching aides, "week before" essay questions, and extended testing time as means to teaching experimental psychology	539

COURSE MANAGEMENT

Peer Teaching

Peer teaching is to be distinguished from the use of teaching assistants in that students who are actually enrolled in the class are called on occasionally to lead the class or a portion of it. They are not paid nor do they receive any credit for it. This decision follows the belief that students are capable of sharing responsibility for management of their classroom learning experiences and do indeed benefit from taking that responsibility.

Page

Student-led seminars 327

Person-oriented approach to the preparation of undergraduate teachers, viewing the curriculum as embracing both course content and the meaning of that content for the student, and using small group discussion, peer facilitators, integrated field experience, contract grading, and student evaluations 393

Effects of student-student interviews in a self-paced course 425

An innovative model in educational psychology matching student, teacher, and methods 431

1. PSI at Hilo College 2. Computer support of PSI 189

A personalized course: Psychological self-help 345

A contract for the teaching team of the day model, a design for (summer) sessions in which classes meet in two-hours blocks 101

Teacher as a resource lecturer: reacting to students' needs through preliminary mini-research 119

Education through student interaction: structured, self-led discussions of articles as part of the introductory course 123

COURSE MANAGEMENT

Motivational Techniques

The use of motivational techniques includes various ways that desired academic behaviors can be shaped and active classroom involvement can be encouraged. The range is from token economics to various interpersonal process exercises; the techniques used obviously reflect the theoretical perspective of the instructors.

	Page
Token reinforcement used to increase student participation in a lecture-discussion class	59
The therapeutic community teaching concept in behavioral science education	61
Extra credit: a token reinforcement system for increasing interest, motivation, and outside reading	63
Motivating for statistics learning in the undergraduate experimental course for majors	455
The psychology and life unit mastery system	239
Programmed teaching design: an approach to group instruction	415
A personalized contractual plan in educational psychology	417
Student experimental psychology convention	467
A personalized "Psychology of Adjustment" laboratory course	331
An innovative model in educational psychology matching student, teacher, and methods	431
Optimizing instruction in large courses	85
Use of the Keller Plan with undergraduates at an urban state college	275
Exploring your (the teacher's) interests with committed students	593
Systematic design and implementation of an introductory psychology course	285
Using peer groups after "de-sensitizing" discussion of any uneasy feelings about working with numbers in tests and measurements courses to facilitate becoming comfortable with and proficient in using statistical concepts	507
Programmed instruction of statistics and the problem of self-discipline	509
Self-monitoring of study behavior	125
A combination of mastery learning and behavior modification in an educational psychology course	441

Motivational Techniques (cont.)

	Page
Using teaching assistants and/or fellows to model behaviors for students	141
Encouraging active student learning	131
Filing of examinations in the university library as a motivational device for study	155
Personalized and participatory learning and teaching	449

COURSE MANAGEMENT

Class Arrangement

Class arrangement can be modified in various ways. Small groups can elicit behavior that large groups and individualized experiences cannot. Peer teaching can be utilized. Proponents argue that students are quite capable of teaching each other and that the potential outcomes of such procedures in terms of cooperation and interpersonal understanding are significant.

	Page
Out-of-class problem groups with brief in-class reports	91
Using self-analytic groups for teaching about interpersonal relations	575
Using peer groups after "de-sensitizing" discussion of my uneasy feelings about working with numbers in tests and measurements courses to facilitate becoming comfortable with and proficient in using statistical concepts	507
Education through student interaction: structured, self-led discussions of articles as part of the introductory course	123
A group research project in experimental psychology	579
Discussion in the round	403
Motivational, mastery and persistence behavior as a function of frequency of testing in introductory psychology classes: an alternative	148
Redesign of an introductory psychology course	315
Evaluation by use of "small group exams"	151
Use of an oral recitation quiz technique in discussion sections of social psychology and psychology of personality courses	163

Use of Other Resources

The novel use of other resources such as the library, computer facilities, and community settings are identified here as alternative ways of providing and managing different kinds of educational experiences.

	Page
Making the most of library resources	65
Research orientation in an undergraduate history and systems of psychology course	543
Mastery, test security, and by-objective feedback in a large introductory psychology course	235
Automated information retrieval	419
University learning center	191
Coordinated (interdepartmental) seminar: Supplementary weekly seminar for students simultaneously enrolled in the introductory courses in psychology and biology	193
1. The Bay Area as a resource in psychology 2. Student/Faculty/Community Designed B.A. in psychology	87
Individualized computer-generated workbooks for elementary statistics	491
Office hours and seeing students	137
Using teaching assistants and/or fellows to model behaviors for students	141
Personalized system for mass-enrollment courses using interactive videotapes, with mastery criteria, self-pacing and extensive individual tutorials	319

TRAINING AND EVALUATION OF TEACHERS

Where teaching assistants are used (see category on Course Management), the training of teachers is an important issue. The assumption that the mere availability of graduate and/or undergraduate assistants insures the success of various instructional goals has often proven to be false.

Evaluation of teaching continues to be an important issue in undergraduate education and nearly all institutions have arrangements for student evaluation of courses. While most of the questionnaires returned in this survey indicate some kind of evaluation, only those identifying the evaluation procedures as the innovation are included in the following list.

	Page
Student outcomes in self-paced instruction in relation to student characteristics	71
A preliminary investigation of the use of student's course evaluations for course revision and teaching-learning system modification	79
Component analysis of personalized systems of instruction variables involved in student withdrawals; correspondence of study plans and actual study among transitional students; design of instructional practicum course for undergraduates	105
The role of undergraduate teaching assistants in introductory psychology	283
Systematic design and implementation of an introductory psychology course	285
Are lectures necessary?	353
Teaching of undergraduate psychological statistics with and without a textbook	513
A comparison of lectures, interviews, and discussions in teaching research design skills	511
An "unconventional" lecture course in introductory psychology	297
Structuring a personalized system of instruction in an introductory social psychology	581
An experimental analysis of contingency-managed, individualized, competency-based, and personalized systems of instruction	213
Introductory psychology: should it be taught as a general survey course?	307
An application of behavior principles to the teaching of general psychology	317
Seminar in the teaching of psychology	165
Newsletter for social psychology instructors	587

STUDENT GROUP

In addition to what is taught and how it is taught, psychologists are giving increasing attention to who is being taught and who else besides college students can effectively utilize the knowledge psychology has to offer.

Age is a qualification that is becoming less important. Many colleges are making it possible for adults in professional or training situations to return to school. The idea of extension education is not a new one, but more legitimacy is being given to the educational potential of people who have knowledge through practical experience. The needs of younger students are also being met in a variety of ways as institutions recognize where there is overlap between freshman year in college and the last years in highschool. The teaching of psychology at the high school level has expanded dramatically in recent years.

And within college populations, students in other fields are benefiting from the attempts of psychology to "reach out". Listings for precollege students, adults, professionals, and non-majors follow:

Page

"Introduction to Psychology" - course for adults based upon the Personalized System of Instruction 225

A beginning course for psychology majors, education majors, and other transfer students 227

Intergenerational communications workshop 555

Intergenerational learning/living 237

Teaching the principles of dynamic psychotherapy to prospective clinical psychologists and other mental health professions 335

The psychology of teaching: a graduate seminar on college teaching 423

An individualized course for school personnel in behavior modification and applied research techniques 429

PSI in a liberal arts college for the deaf 267

Problem solving as a method of teaching basic theories of counseling and psychotherapy in an in-service training course for teachers of special education 347

Using dictated notes to teach psychology to community college students with limited literacy 201

An audio-visual course on perception and the practitioner for self-paced and group instructional settings 207

Expanding the availability of introductory psychology through broadcast 321

Innovative techniques for a supervisory psychology course in a community college 377

Development of curriculum in psychological medicine 179

INNOVATIONS

Page
All Fields 59-166
Multiple content areas.................167-222
General (and Introductory) Psychology...223-326
Abnormal, Clinical and Counseling......327-368
Applied and Industrial.................369-378
Comparative and Physiological..........379-392
Developmental..........................393-408
Educational............................409-452
Experimental, Statistics and Learning...453-540
History and Systems....................541-650
Social and Personality.................651-688
Other 689-698

TOKEN REINFORCEMENT USED TO INCREASE STUDENT PARTICIPATION IN A LECTURE-DISCUSSION CLASS

All fields

Participation in class was defined as a verbalization by a student, directed towards the entire class, the content of which was related to a content area covered in the course. Questions or comments dealing with grades were not counted. Frequency of responding was tallied by the instructor using an event counter with a manually programmed buzzer. The counter had a 15 foot lead, allowing the instructor mobility while lecturing. When the program was in effect, student responding was reinforced on a Variable Ratio 20 schedule. Reinforcement consisted of a paper token which entitled the recipient to one additional point on any exam during the semester. After the buzzer sounded, the Instructor initialed and handed out the token, and manually reset the counter. This sequence typically lasted less than one minute and was minimally disruptive to class activities. Tokens could be redeemed following any of the exams or at the end of the semester.

The procedure was evaluated using an ABAB reversal design. The participants were 44 students enrolled in the author's Abnormal Psychology class. The class met twice weekly for 75 minutes in a small auditorium with 60 elevated, fixed seats. Each student's work was evaluated on the basis of his performance on five 50 item multiple choice exams (one every three weeks and one optional essay final). The results revealed considerable increases in participation when the token reinforcement was in effect. Daily student ratings of class enjoyment and learning improvdd following the implementation of the program, although it was not possible to attribute the improvement solely to the reinforcement.

A more complete description of the program is available in Proceedings of the Second National Conference on Research and Technology in College and University Teaching, Georgia State University, Atlanta, 1974.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 50
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 25.00

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 33
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1300

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Edward E. Abramson, Ph.D.
Title: Associate Professor
Department: Psychology
Institution: California State University, Chico
Address: Chico, Ca. 95926

Telephone: (Area Code) 916 Number: 895-5178 Extension:

THE THERAPEUTIC COMMUNITY TEACHING CONCEPT IN BEHAVIORAL SCIENCE EDUCATION

General Psychology; Social Psychology; Criminology; Abnormal Behavior; All Fields

The therapeutic community concept was born out of Alcoholics Anonymous, Synanon, Daytop Village and their hundreds of offspring now operating in every major city in the USA. This development has been hailed by the former president of the APA, O. Hobart Mowrer, as probably the outstanding development known to man for achieving positive change in people. The writer is one of the founders of Daytop Village and has been experimenting over the past ten years with various procedures to apply the therapeutic community (TC) concept to college teaching. The version described below is the 1975 model as employed in a class of 60 students taking an elective 5-credit course meeting twice a week dealing with methods of psychotherapy at the Florida State University School of Criminology.

Method: The purpose of the initial few meetings is to induce an atmosphere of mutual regard, informality, expectation of positive results. At the very first session the instructor greets the class precisely on time and engages in a "monologue" about the desperate loneliness that appears to pervade all levels of our civilization. He wonders: Would it be possible to attempt to overcome this disorder at least in the microcosm of our classroom? If so, how can we possibly do it? A spirited discussion develops, leading to the conduct of two icebreaker experiences: a) The mutual interviewing procedure, and b) the first name group discussion.

For the mutual interview, the class numbers itself aloud from 1 to 60. The odd numbers line up against one wall, and the evens face them against another. The instructor explains that the skillful interviewer can make every human being emerge as a unique and fascinating identity. The odd numbered students are given 15 minutes to interview the even numbered and a selected number (about 10) are permitted to introduce their subject to the class. The first name experience involyes dividing the class into 6 groups of 10 each and every person tells the group about the origin of his first name, his feelings about it, whether he would name his own children after himself, etc.

Making a contract and goal setting: The class is then asked: What do you want from me? What can I do for you? What do you want to learn? Go ahead, ask for what you want: it may actually be possible to provide it in this class. Assert yourself! Don't be bashful! The instructor lists all the goals set by the class and then discusses each one in turn indicating his feelings about the prospects of meeting this goal. He then advises, however, that the class must be prepared to commit itself to engage itself in certain behaviors. What do they imagine these behaviors might be? He lists the need for class attendance, reading the prescribed assignments: writing at least a page a day, practicing being enthusiastic, friendly, responsibly concerned. He also elicits the need to volunteer for all reports and cooperating with the group coordinator. Each member is then issued a 5x8" card with their name and city of their origin on them. Beneath is an area of boxes which are to be filled in when the student has achieved a certain number of points on the token economoy. A prepared contract is then issued to the class and they are invited to initial it.

Token Economy: All activity in the class is designated as earning a set number of points: e.g., speaking at the seminar session which begins every class meeting earns the student one workpoint; chairing such a session earns two workpoints. Writing a report about various campus activities eanrs a point per hour of activity.

Grading system. Grades are designated on the basis of the number of workpoints accumulated and a minimal score on the final examination.

A full description of this procedure can be found in the December, 1974 issue of the Teaching of Psychology. References may be had upon request.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): **Criminology Majors**

Prerequisites for students who participate in innovation:
NONE

Number of students who participate in innovation per year: 120
How long has the innovation been in effect? 12 years

Approximate amount of initial funding necessary to develop and try the innovation = $2.50

Approximate amount needed each year to support ongoing project = $services of Graduate Assistant

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 17
Number of senior majors in the department: 1000 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 25,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Alexander Bassin**
Title: **Professor**
Department: **School of Criminology**
Institution: **Florida State University**
Address: **Tallahassee, Florida 32306**

Telephone: (Area Code) 904 Number: 644-4050 Extension:

EXTRA CREDIT: A TOKEN REINFORCEMENT SYSTEM FOR INCREASING INTEREST, MOTIVATION, AND OUTSIDE READING

All fields

This approach, used by the writer at both a multicampus urban community college and a prestigious private university, enormously increases outside reading done by students, increases motivation and interest in the subject, reduces withdrawal rates, and, most importantly, does not demand a great increase in costs or in instructor time for its success.

At the first class meeting, each student receives a printed description of the extra credit system, which states: "Extra credit points are usually obtained for abstracts (summaries) of relevant outside readings, written or typed on one side only of 5x8" file cards". Detailed instructions follow on how to write an abstract, emphasizing the avoidance of plagiarism and critical opinion and deemphasizing student writing ability. Guidelines for length are: for books, 1 card per 20-30 pages; for articles of up to 15 pages, 1 card; for films, TV programs, lectures, field trips, experiment conducting or participation, etc., 1 card per ½ hour. "Abstracts receive credit according to the following approximate rates, if satisfactory. Articles of 5-15 pages from psychological journals and Scientific American receive 2 points each. Articles in other periodicals usually receive ½-1 point each. Books receive about 1 point per 30 pages (depending on relevance, difficulty, etc.). Research papers usually receive more credit than abstracts of the same material." At the end of the course the distribution of total test scores is established. Grades are then assigned on a modified normal-curve basis. If a student has earned extra-credit points, these are then added to his test total. (I.e., no one is penalized by anyone else's extra credit.) If this places the student's total in a higher grade category, he receives 1 higher letter grade. 30 extra credit points guarantee a grade raise. An extensive reading list of acceptable books, including many recent best-sellers, is also provided. However, students are told that they may receive credit for anything relevant to the course.

The suggested length of abstracts allows a confident judgement of whether or not the student has actually read the material. Less than one occurence per year of detected plagiarism has resulted. With 3 50-item multiple-choice tests producing mean scores of 30-35, the range of test totals within a particular letter grade at the end of the course is usually 25 points or less. The 30-point requirement for a guaranteed grade-raise is thus very safe; in practice, students with 20 points rarely fail to qualify. The limitation to one letter grade increase avoids student resentment of "easy" A's, B's, etc.

The final date for submission of extra credit work is two weeks before the end of classes. This allows the instructor (or an underclass assistant) time to score abstracts, (many of which are submitted at the deadline) and give feedback before final exams. Feedback is given in class by reading names and cumulative point totals biweekly. Only unsatisfactory abstracts are returned to the students.

In an experimental test of the system, students in each of 2 introductory sections were randomly assigned either to an experimental group, operating under the system described, or to a control group. The controls each received an extra-credit bonus of the mean number of points obtained by the experimentals, in order to test the effect of the contingent reward. Results indicated no significant difference in test scores, a significant difference in withdrawal rate, and highly significant differences in the amount of outside work and in several measures of attitude toward the course, all favoring the extra-credit system.

Currently, in the writer's introductory classes, about 65% of all students earn extra credit. Among these, about 70% thereby earn a grade raise (or have already earned A's by their test scores). The mean number of points obtained over all students is about 9, equivalent to reading 270 pages of relevant books, since over 80% of the points obtained are from book abstracts.

A more detailed description and report may obtained from the writer.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): **Might be used with graduate students.**

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: c. 1000
How long has the innovation been in effect? 9 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Innovation and controlgroups experimentally compared on achievement test scores, student opinion questionnaires, withdrawal rates, and amount of outside reading and other non-rquired but course related work.**

INSTITUTIONAL DATA

A=community college campus; B=private university

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: A=8, B=16
Number of senior majors in the department: B=50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: A=8,000, B=15,000

Characteristics of Institution

A ☒ Public- County
☐ Public-State
A&B ☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
A&B ☒ Coed
A ☒ Community or Junior College

A&B ☒ Undergraduate level program
B ☒ Post-Baccalaureate Master's
B ☒ Post-Baccalaureate Doctoral

A&B ☒ Liberal Arts
B ☒ Teacher Preparatory
B ☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Brian R. Bate, Ph.D.**
Title: **Associate Professor of Psychology**
Department: **Behavioral Sciences**
Institution: **Cuyahoga Community College, Western Campus**
Address: **11000 Pleasant Valley Road**
Parma, Ohio 44130

Telephone: (Area Code) 216 Number: 845-4000/888-6723 Extension:

MAKING THE MOST OF LIBRARY RESOURCES

All Fields

Even in our small library, the number and variety of psychology resources is overwhelming to the beginning student. I have organized these various materials to make them extremely accessible to the student. When he becomes interested in psychology as a major or career, I then teach him how to find materials for himself. Listed here are the various ways I have been able to make our small psychology collection stretch much further. For all books and tapes, I list the call number to make it easier for students to find the sources.

1. Newspaper File

   Articles are clipped from recent newspapers and then sorted by topics into folders. These folders are kept at the Reserve Desk. Students bring in articles they think would fit into the Newspaper File.

2. Psychology Vertical File

   I collect and organize according to topic magazine articles, articles from old books of readings, sections from old textbooks, Bobbs-Merrill reprints, Scientific American reprints, and General Learning Press articles. Students can check these out for a week. Along with high usage is a high permanent taking of articles. Because so many new and interested sources are being published, I have not made Xerox copies to replace missing articles.

3. Books of Readings

   I took 30 of the general psychology books of readings, read through them to select interesting and non-technical articles, and then made a topic index to these sources. Only one topic and relevant sources were placed on a page so that I could update the lists as new books of readings are published. I have done this for General Psychology, Child Psychology, and Social Psychology. These articles are usually more technical then the Psychology Vertical File articles.

4. Behavior Modification Bibliography

   Behavior modification is a very popular topic with my students. I divided behavior modification into seven areas, divided each of the areas into smaller questions, and then wrote behavioral objectives for each question. Under each behavioral objective I listed the articles, books, programmed materials, topics and films that the student could use to accomplish the objective.

5. Reference Materials

   I used the same headings as in my book *A Guide to Library Research in Psychology* (1971) to group reference works along with textbooks for the areas of most interest to our students; child psychology, social psychology, adolescent psychology, educational psychology, abnormal behavior, and general psychology.

6. Paperbacks

   Using the APA's, *The Psychology Teacher's Resource Book* (1973) along with other listing of paperbacks and popular psychology books, I ordered and then grouped according to topic about 200 paperbacks. For the most popular ones, I have written study guides and have ordered more than one copy.

7. Hardbacks

   After noting which topics students were most interested in, I put together bibliographies on 30 of the most interesting psychological topics which cut across Library of Congress headings and is more useful to students than the card catalog.

8. Magazines and Journals

   We have few journals since students are able to use the books of readings indexed according to topic. The magazines and journals we have are listed and the abstract or index which indexes them is listed. Recent interesting articles are listed by journal.

9. Media

   There is a complete listing of films, videotapes, games, tapes, slide-tapes, records, super eight films, and filmloops.

10. A Guide to Psychology Resources at HCC

    Students were finding some good sources but were missing others. Some forgot my instructions at the beginning of the year. Consequently, I have developed a small booklet which explains each of the various categories listed here and how to use each. I give out copies to my students and leave extra ones in the library.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. James Bell
Title: Associate Professor
Department: Psychology
Institution: Howard Community College
Address: Columbia, Maryland 21044

Telephone: (Area Code) 301 Number: 730 -8000 Extension: 49

All Fields

PSYCHOLOGY 150 (FIELD RESEARCH)

FACT SHEET

Psychology 150 offers one to six units of credit in a given semester (including summer school and intercession) for volunteer work in various community organizations such as clinics, hospitals, halfway houses, research institutes, schools, poverty programs, and many others. A recommended list of such organizations should be examined; placements other than those listed must be approved.

The requirements of the course are as follows:

1. Attendance at the first general meeting of the semester, where further details of the program are discussed.
2. Selection of a placement within the two-week period following the initial meeting.
3. Approval of the selected placement within the month following the initial meeting.
4. Completion of a brief "information sheet" indicating the name, address, and phone number of the placement organization, as well as the supervisor's name, to be submitted before midterm.
5. Documentation of approximately 40-50 hours on-the-job work (including training sessions, seminars, reading, etc.) per unit credit. (For example, one unit's credit entails 40 horus work; two units, 80 hours; three units, 120 hours, etc.) No grade will be given without receipt of the supervisor's evaluation form.
6. Informal seminars to discuss placement experiences will be planned and scheduled at the beginning of the semester, and the pertinent information posted in the psychology department office. Students must attend at least one seminar per semester.
7. Completion of a volunteer evaluation form, which may be obtained from the psychology department secretary, before the end of classes.

Grading will be based on complete and punctual fulfillment of the above-mentioned requirements, as well as an evaluation by the supervisor whose name is specified on the student's mid-term form.

Visits will be made by the instructor to a selected number of placements where students are working in a given semester to discuss details of students' work experience, and, in a general way, to facilitate communication with students and supervisors.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

Evaluation of student performance by supervisors at field work placement

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ____

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	V. Lee Bender, Ph.D
Title:	Asst. Professor
Department:	Psychology
Institution:	University of San Francisco
Address:	Golden Gate Ave. San Francisco, CA 94117

Telephone: (Area Code) 415 Number: 666-6151 Extension:

TEACHING INTRODUCTORY PSYCHOLOGY BY "MINI-LECTURE"

All fields

I have devised a system of "mini-lectures" which appears to be effective in maintaining student interest and attention. Four or five multiple-choice questions, each designed to convey one or two major points, are presented at intervals of about ten minutes by an overhead projector. Students are allowed time to study, and, if they wish, to record each question and its four possible answers. A show of hands ("votes") is then requested for each of the four alternatives to each question. The correct answer is finally provided, and a mini-lecture based on the item follows.

The "voting" serves to keep the class alert and encourages the completion of assigned reading before each class meeting. The questions, moreover, familiarize the students with the general nature of questions which may be expected on examinations. A well-designed and/or "treacherous" question will frequently elicit a larger number of votes for wrong alternatives and this appears to be especially effective in evoking interest -- and discussion. The instructor also gains insight into misinterpretations of the material and is therefore better able to provide clarification.

The primary virtue of the system is motivational: the student is kept in suspense until the correct answer is given. Further, presentation of the answer serves to reward the student who has prepared well for the class, or provides immediate feedback to the student who for one reason or another selects a wrong answer. In addition, by dividing each lecture into several mini-lectures, the instructor is forced to analyze the course material and select those few points and principles which he/she believes to be of special interest.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $5.00 to 10.00

Approximate amount needed each year to support ongoing project = $5.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 19,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Larry T. Brown**
Title: **Professor of Psychology**
Department: **Psychology**
Institution: **Oklahoma State University**
Address: **Stillwater, Oklahoma 74074**

Telephone: (Area Code) 405 Number: 372-6211 Extension: 7252

STUDENT OUTCOMES IN SELF-PACED INSTRUCTION IN RELATION TO STUDENT CHARACTERISTICS

All Fields

As California State College, Bakersfield, assessed the effects of its major involvement with self-paced instruction (including 5 Psychology courses), it became clear that some students prospered in them and others floundered. An investigation was begun, with funding from the CSUC Fund for Innovation, into relationships between student characteristics and course outcomes in traditional vs. self-paced courses. Results will be available by 1 September 75 and will be sent upon request. The overall plan for the study is presented below.

Attempts were made to obtain responses to a questionnaire (IRAQ) from every student enrolling in a self-paced course section and from every student in selected comparison courses or sections during the entire 1974-1975 academic year. The 261-item IRAQ is composed of 34 items soliciting attitudes and self-reports of behaviors relevant to self-paced and traditional instruction, and additional items required to score the following scales used by prior researchers:

The California Psychological Inventory: Scales Do, Re, Ac, Ai, Fx
The Leary IACL: Scales Managerial, Autocratic, Docile, Dependent,
Responsible, Hypernormal
The Alpert-Haber Achievement Anxiety Test: Scales Facilitating, Debilitating

Scale scores, self-report items, and items clusters will be used as predictor variables in an effort to account for variance in the outcome measures described below. The overall aim of the project is to develop, if possible, flow charts or predictor equations to determine in advance the fitness of any given student for self-paced instruction vs. fitness for the traditional procedures, as an aid to academic advising. If successful, such prediction-and-selection would reduce attrition and failure in self-paced courses.

Outcome measures of interest are completion vs. non-completion of the course (in one quarter; in two quarters; subsequently); accelerated completion; level of completion as reflected in grade; and others.

The size (2350 FTE) and philosophical nature (high instructor autonomy) of this campus make it difficult to find matched self-paced and traditional sections using the same text and examinations. Moreover, data collection was voluntary, with a small fee ($2) for completing the questionnaire, and overall returns approximate 40% of the target population. Within those restrictions, efforts have been made to collect outcome data for all students who returned questionnaires in all of their courses during this academic year. Many kinds of within-subjects and between-formats comparisons are therefore possible.

Because the perspective taken covers up to two quarters after each course is offered, there is a considerable time lag involved. By August, 1975, there will be complete Fall, 1974, data and partial results for succeeding quarters.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Participation was incidental to their enrollment in self-paced or selected comparison courses; completion of the questionnaire was voluntary

Number of students who participate in innovation per year: 400 student responses are anticipated

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $7,000 evaluation cost

Approximate amount needed each year to support ongoing project = $ unknown

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year not applicable
Number of full-time-equivalent faculty: _____
Number of senior majors in the department: _____ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2350 FTE

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's (excluded from study)
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Dr. David Chestney Cohen
Title:	Associate Professor
Department:	Psychology
Institution:	California State College, Bakersfield
Address:	9001 Stockdale Highway Bakersfield, CA 93309

Telephone: (Area Code) 805 Number: 833-2372 Extension: ---

A PROBLEM-ORIENTED APPROACH IN THE TEACHING OF INTRODUCTORY EDUCATIONAL PSYCHOLOGY

All fields

For decades researchers have been searching for the criteria of effective teaching. To date, they have only suggestive ideas. Yet students in programs of teacher education assume that courses in introductory educational psychology deal with objective facts and rules for effective teaching. I decided that it was necessary to overcome this misconception. I therefore determined to abandon the usual method of using classroom time to present an endless torrent of supposedly objective facts. Instead, I turned the classroom into a laboratory for the teaching of method. I taught the students the basic techniques of research, instructed them in the use of primary sources such as those found in scholarly journals, and led them to look for problems rather than definitive facts in their studies. I instituted brainstorming sessions focusing on the identification of problems. The goal of all this was to help students appreciate the tentativeness of knowledge in the field, the need to look at findings with healthy skepticism, and the exhilaration that comes from new and useful configurations of data. To identify problems was not always easy for my students, accustomed as they were to intimidation by the tyranny of printed words and authoritarian professors. But eventually, by themselves, or with my private direction, they soon began to isolate and articulate such problems. And what is more, they liked the process. As the apodictic certainty of the subject receded from the students' horizons, it was replaced by the growing confidence in their own ability to question, to reorder, and ultimately, hopefully, to create perhaps more realistic and useful horizons of their own.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): **Education Major**

Prerequisites for students who participate in innovation:

A course in Introductory Psychology

Number of students who participate in innovation per year: 65
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: about 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Shelby Ruth Cohen**
Title: **Associate Professor of Educational Psychology**
Department: **Special Education and Individualized Instruction**
Institution: **Kean College of New Jersey**
Address: **Morris Avenue**
Union, New Jersey 07083

Telephone: (Area Code) Number: Extension:

HELPING STUDENTS EXPLORE COUNSELING AS A POSSIBLE CAREER GOAL AND PREPARING THEM FOR POSSIBLE POSITIONS AS COUNSELORS (Semiprofessionals in School Guidance Work). This innovation is viewed as the Associate Degree portion of a career ladder opportunity culminating in professional counselor positions with the appropriate training and experiences.

A wide variety of subject areas such as: General Psychology, Human Development, The Atypical Child, Abnormal Psychology, Interviewing Techniques, Education and Psychological Measurement, Counseling Theory and Practice, Problems of Minority Groups, and appropriate field work experiences are all included in this innovation.

This attempt at innovation has two objectives. The first is to offer students who are interested in counseling as a possible career goal the opportunity to explore some of the academic learning and work experiences which they will encounter as part of counselor training. Both classroom instruction and field work experiences are combined in this innovation. Such experiences foster student clarification of what is involved in counseling work early enough to permit students to change career objectives without substantial losses to the student.

The second objective of this innovation is to prepare interested students for possible employment as assistant counselors in a school guidance setting within the framework of the Associate in Arts Degree. This second phase of the innovation is just beginning to take shape. At the core of this innovation are three five-credit courses each of which require three class hours per week and one day per week in a counseling field work assignment. The second and third courses in this sequence require that the field work be in a school guidance setting. These courses deal with: interviewing, philosophical and psychological aspects of counseling; the use of records in guidance work; career guidance; and counseling theories and practices.

When this innovation started in 1974 Fall semester there were twenty-two students enrolled in the Introduction to Counseling course. There are currently eighty students and two-thirds of a full-time faculty member's time involved in this innovation. It is anticipated that this innovation is not likely to exceed two hundred students per semester. Public elementary, intermediate, and secondary schools; parochial secondary schools; and several community agencies on Staten Island have participated in this innovation by providing students with the necessary field work assignments and supervision in their centers and school guidance offices. Informal and questionnaire feedback from the students and the schools are very encouraging.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): School guidance personnel in public and private schools.

Prerequisites for students who participate in innovation:

Prerequisites: Introductory Psychology is a prerequisite for all of the elective courses in the innovation. In addition, the three combination classroom instruction and field work courses are consecutive prerequisites for each other.

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $40,000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Thus far open-ended comments from students and questionnaires filled out by the person supervising the student in the field work assignment have been used to evaluate the innovation; they have been highly favorable. Next semester we will also evaluate student progress through pre and post testing in human relations effectiveness.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 28
Number of senior majors in the department: none (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 11,000

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Norman M. deMoose, Ph.D.
Title: Associate Professor
Department: Psychology and Sociology
Institution: Staten Island Community College
Address: 715 Ocean Terrace, Staten Island, N.Y. 10301

Telephone: (Area Code) 212 Number: 390-7744 Extension:

USING FILMS, TV, AND UNDERGRADUATE COUNSELORS TO TEACH INTRODUCTORY PSYCHOLOGY

General Psychology: Method can be applied to other subjects

Traditional and modern objectives for the introductory course are first presented to the students. A guide lists the dates and concurrent assignments over the basic text, Teaching Tests Over Text, the 56 films to be screened, Teaching Tests Over Psychology Films, homework, and the material to be covered on each of seven exams of the quarter. The class fills a 708 seat auditorium which is fully equipped with modern projection equipment. A large seminar room is available for group discussions immediately after each screening. In addition, the instructor is available for individual conferences 15 hours per week; undergraduate student counselors are available for 150 additional man hours a week.

Students are requested to read the Teaching Test (TT) questions in the film manual before the films are screened, then answer the Verified Latin Square (VLS) questions at the first opportunity. When students have studied the TTs over the films beforehand, valuable class time is saved in introducing it and in discussing it afterwards.

Students for whom English is a second language, disadvantaged students, or anyone who has failed an earlier test may take two hours to write the next exam provided they have spent four conference hours (2/week) with an undergraduate counselor prior to the exam. Graduate TAs were very successfully replaced with undergraduates who had earned high As in this course, and who had volunteered to help others learn. Each counselor spent one hour a day in the office and earned three hours of academic credit. Five or six counselors were available at six different class hours each day. The counselers also previewed films with the instructor, helped write TT questions over new films and current TA programs relevant to the course, helped proctor exams, and advised the instructor on more effective methods of conducting the course, etc.

No other faculty member was involved in this program, and with the assistance of one secretary and 20-30 undergraduates, one instructor was able to teach over 2,000 students per year (10,000 student credit hours).

On exams, as many questions are asked on films as on the text. Item analyses of questions show that students learn better from the films and TV than from books, and least from lectures. By writing teaching test questions over a few new films each quarter, we have developed a pool of items over 70 films, the best 30% of those we have used in the last ten years. Students rate the films each quarter on relevance and teaching effectiveness, and the poorest three are replaced.

From 50-70% of the class earn As (26-30 out of 30) with either VLS or ILS formats where the odds against getting any question correct by guessing are 1/1,250. Those who fail usually stop coming to class, and we average 20 times as many As as Es. With VLS formats the modal score has usually been a perfect score. Exams administered at the beginning of the end of the quarter have shown that as much as 90% of all questions missed the first time were answered correctly on the final. Since we developed Teaching Tests and started using more films, registration in this section has tripled and students have rated it above all other large sections. This was true on evaluations made independently by four different offices. Forgetting is significantly lower than for traditional types of examination questions. Visual imagery in films over psychological concepts are retained better by foreign students and disadvantaged English speaking students than technical vocabulary.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 2000
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 43.69
Number of senior majors in the department: 432 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 34,504 (Aut.74)

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Paul E. Fields
Title:	Professor
Department:	Dept. of Psychology
Institution:	University of Washington
Address:	4327 N.E. 55th St., Seattle, WA. 98105

Telephone: (Area Code) 206 Number: 543-6522 Extension:

A PRELIMINARY INVESTIGATION OF THE USE OF STUDENT'S COURSE EVALUATIONS FOR COURSE REVISION AND TEACHING-LEARNING SYSTEM MODIFICATION

All Fields

Objectives: To determine the effects of instruction modified periodically as a result of students' evaluations and group discussion upon student learning and satisfaction.

A student course evaluation form was constructed with seventeen items collected under the general headings of "Course Evaluation", "Examinations and Grading", "Instructor Evaluation", and "Overall Evaluation Summary". Spaces are provided for student responses regarding the "outstanding" and "weakest" features of the course. Also each of the seventeen rated items has a space for additional comments. Each rated item has five categories for responding as follows: "strongly agree, agree, disagree, strongly disagree and not applicable".

The results of the students' evaluations from the end of the Fall Semester, 1974, Developmental Psychology class were collected into an "agree" vs. "all other responses" tabulation. The free responses and those comments describing the "strongest" and "weakest" features of the course were categorized and, along with the results of the students' evaluations, presented at the beginning of the Spring, 1975, Semester to the students in Developmental Psychology.

The professor held an open discussion with the students in which both the professor and students contributed ideas on how to modify the teaching-learning system. Assignment sheets with objectives, lecture points, quiz hints(vocabulary) and discussion questions were retained. Also, cummulative testing over the course, stanine grading combined with straight percentage correct (student benefits by receiving the highest grade from either method) and ging over each test immediately after completing it were retained from the Fall Semester teaching-learning techniques. Added to the teaching-learning system were in-class, completion-type quizzes with immediate grading and student-prepared, multiple-choice questions. These questions were used for student study and a retake test (if the student qualified by completing all assignments). The retake test was constructed by the professor from the items submitted by students (about 500 per six-weeks test). These retake test results are not included in this study.

The students were informed that additional evaluations of the course would be requested as the course progressed and used to adjust the teaching-learning system as needed.

Preliminary Results: An F test (1.24) indicated that the population variance could be pooled and a comparison of the means could be made by a t test. A significant difference (H = P $<$ .001 for t ratio of 5.20) was found between the means of the raw test scores on the first period test in favor of the Spring Semester, 1975, class over the Fall Semester, 1974 class (N - 66 for each group). These tests were each forty items drawn independently from a pool of items which had some pretesting and analysis completed; however, no research on the tests or the two populations have been completed at this time to determine their equivalency. One control for this research is being conducted in another class where the feedback from the students' evaluation has not been used in any systematic way to change the course.

Evaluations were completed by the students in the Spring, 1975 Semester following the first-six week test and the return of their results and grades. The Fall, 1974, Semester students had rated five of the seventeen items below the point of seventy-percent of the student "agreeing". However, all of the seventeen items were rated at or above the point of seventy-three percent of the students "agreeing" by the Spring, 1975, class with only one of the five previously "low" rated items not showing a significant gain on a one-tailed test beyond the .05 point using a Chi square test of the Null Hypothesis.

It is interesting to note that the one item not showing a substantial gain in "agreeing" was the item which concerns "the method of teaching this course" and how "appropriate" it was. As indicated, the students did want and receive some additional modifications in the teaching-learning system after this first period evaluation.

This innovation will be more adequately tested at the end of this semester by comparing the Fall, 1974 and Spring, 1975 Classes using their performance on an identical final examination. Additional comparisons will be made using the students' course evaluations. Also, a replication with additional controls is contemplated for next year.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **enrolled in Developmental Psychology, Prerequisites: General Psychology**

Number of students who participate in innovation per year: **66**
How long has the innovation been in effect? **1** years

Approximate amount of initial funding necessary to develop and try the innovation = $ **25.00**

Approximate amount needed each year to support ongoing project = $ **25.00**

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: **11**
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: **4200**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Robert B. Hessert, Ph.D.**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Bloomsburg State College**
Address: **Bloomsburg, PA 17815**

Telephone: (Area Code) **717** Number: **389-2919** Extension:

THE JOURNAL: AN AUTOBIOGRAPHICAL APPROACH TO CLASSROOM LEARNING

Most Sub-fields of Psychology

The purpose of the journal is to partially individualize and supplement the undergraduate psychology course. It encourages students to relate the facts, concepts and ideas which they acquire from the course to their past and present experiences, their thoughts, work, self-reflections, books and magazines read, and other courses.

Students write at least two entries each week in a spiral notebook. Although any entry is acceptable as long as its content is directly anchored to course-based material, typically, entries are (in accordance with Bloom's Taxonomy of Educational Objectives) examples of concepts, evaluations or analyses of ideas, applications of principles, or new ideas. Guidelines and sample entries are distributed on orientation day. Journals are collected and reviewed during the third and last weeks of the course. Criteria for evaluating journals include: depth of thinking, accuracy (when appropriate), types of entires (see above), and number of entries.

Nearly all students write a satisfactory or better journal. However, the major problems encountered include: difficulty in writing the first few entries, difficulty in relating course material to experience, cramming (writing entries just before journals are collected), and opportunity for deception.

For the teacher the major advantages of the journal are: partial individualization of a predominantly lecture course, availability of additional information for evaluating student performance, extension or course contact time beyond class and study periods to daily activities, and more active involvement in the course. In addition, 149 students in six courses (Introductory, Learning, Experimental, Cognition, Physiological and Consumer) rated (7=very much, 1=not at all) the journal as: a valid measure of learning ($\bar{x}=5.09$), a source of feedback ($\bar{x}=5.61$), a means of stimulating critical thinking ($\bar{x}=5.93$), a means of permitting self-expression ($\bar{x}=5.68$), and a source of motivation ($\bar{x}=4.88$). Students regard the journal more as a supplement to exams ($\bar{x}=5.06$) than as a substitute ($\bar{x}=3.68$) for them. Tau correlations between journal grade and final grade for two classes in Learning and one each Introductory and Consumer ranged from .526 to .711 ($p < .01$). About 95% of the students prefer writing a journal to a term paper, though few students have prior experience with a journal. No equipment is necessary. Classes under 35 require no assistants. Journals are also appropriate for Social and Developmental Psychology courses. Additional data and sample entries are available.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 50-75
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Paul Hettich
Title: Associate Professor
Department: Psychology
Institution: Barat College
Address: Lake Forest, Illinois 60045

Telephone: (Area Code) 312 Number: 234-3000 Extension: 318

RATE CONTROLLED SPEECH INPUT TO FACILITATE LEARNING THROUGH SELF INSTRUCTION

All fields

Introduction. Practical application of the advances in electronic instrumentation and educational technology would seem to be one of the logical sources to be examined for innovation in teaching and learning. In 1953, Fairbanks, Everett, and Jaeger reported a device to play recorded speech with over 50% reduction in the time without the usual increase in pitch such as heard on records playing at the wrong speed. The first application made was to compress talking books for the blind. Since 1953, various institutions, military establishments, etc., have attempted to use compression techniques to reduce the playback time of conferences, lectures, speeches, etc.

Since the invention of the speech compressor, which also can expand speech, a considerable amount of research has been generated. Several conferences reporting research with compressor techniques have been held and a Center for Rate Controlled Recordings has been established at the University of Louisville to act as a clearing house.

In many learning tasks the rate and manner of information input are important variables that are not adequately under the control of the learner. Lectures are often given too rapidly and important concepts are not repeated often enough. In addition, at the early stages of learning the normal rate is often too fast and at later stages it is too slow -- therefore, it is costly in time and motivation.

Procedure. The basic rationale for the innovation is to permit playback of cassette recordings at rates controlled by the student. Lectures by some professors may be too slow or too rapid, some parts may not be too important -- a recording of lectures can be made available to students who can go to the Variable speech Control tape recorder and play it back to suit themselves.

This system requires that lectures be recorded and made available to students. Several Variable Speech Control tape recorders must also be available. These recorders can be placed in the library or in space available in the department.

Instrumentation. Various makes of the variable tape recorders are available. The Vari-speech recorder made by Lexicon Inc.,(60 Turner St., Waltham, Mass. 02154) has been used at Southern Illinois University.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3000 (will purchase 3 instruments)
Approximate amount needed each year to support ongoing project = $ 50.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. M. Hoshiko
Title: Professor
Department: Speech Pathology and Audiology
Institution: Southern Illinois University
Address: Carbondale, IL 62901

Telephone: (Area Code) Number: Extension:

OPTIMIZING INSTRUCTION IN LARGE COURSES

All Areas

A course structure has been designed which makes use of a complex collection of techniques which should lead to optimized learning in large courses. The techniques have been used for 225 students, but would work with most any larger or smaller number. One instructor and ten undergraduate assistants are used in the current version. A time-shared computer system is used, but is optional, as are other devices such as television.

The features of the course are (a) flexible pacing, in which students may submit work when appropriate to their own style and schedule, but within the context of a quarter system; (b) unit approach, in which students study materials in small, highly meaningful blocks; (c) unit mastery, in which students must complete a unit at some instructor-defined criterion of mastery before being allowed to pass on to the next unit; (d) cumulative design, in which material studied early in the course is continually tested in later units, is used in completing later units, and serves as the continually expanding framework upon which to add new knowledge; (e) flexible selection, in which students have some measure of freedom in selecting which materials to include in their units, which units to concentrate upon, and which resource materials to use in mastering units; (f) shaped steps, in which students meet evaluation criteria which are gradually increased as their skills increase; (g) self-instruction, in which students make their own units, select their own materials (as mentioned), and are asked to acquire independent study skills; (h) behavioral objectives, in which the instructor carefully specifies for the student the exact goals of the course in terms of knowledge and skills; (i) motivational devices, in which the student is encouraged to learn well instead of being discouraged from learning poorly; (j) transfer emphasis, in which the course is designed to produce behavioral changes in students outside the classroom and when they leave the course; and (k) technological resources, in which students receive detailed information about their progress through the course from an easily accessible computer program, and in which the instructor makes use of closed circuit television to supplement the blackboard in class meetings.

The basic structure of the course involves two standard textbooks, two supplementary paperbacks, and a novel. The students read the texts, breaking them into units. They are evaluated on how well they can apply course principles from a unit to the description and understanding of situations which they select from the novel. Some students select an Outward Bound Laboratory in lieu of reading the novel. In this course, the traditional testing of knowledge of content and the traditional assumption that ability to apply will follow such knowledge is reversed; the ability to apply knowledge is tested and the assumption is made that acquisition of knowledge must have preceded a correct application. Ten 300 word papers are written and 1 to 4 1/4-hour discussions(one-to-one with a tutor) are taken.

The techniques have been extensively evaluated through questionnaires and split-group experiments. Reprints of publications are available, as is an extensive syllabus. The data consistently show a greatly increased preference (and increased examination scores) for this format in comparison with a more traditional format.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 225
How long has the innovation been in effect? 7 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 300
Number of senior majors in the department: 70 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **G. Christian Jernstedt**
Title: **Associate Professor of Psychology**
Department: **Dept. of Psychology**
Institution: **Dartmouth College**
Address: **Hanover, NH 03755**

Telephone: (Area Code) 603 Number: 646-2778 Extension:
OR 3181

1. THE BAY AREA AS A RESOURCE IN PSYCHOLOGY
2. STUDENT/FACULTY/COMMUNITY DESIGNED B.A. IN PSYCHOLOGY

All Fields

1. Students at Lone Mountain College can use the resources of the San Francisco Bay Area in two ways:
    a) Through our office of Off-Campus Study, students may elect to broaden their horizons by involvement in field work related to their interests in psychology. Students may also contract with individuals outside of the college who are capable of teaching them material and skills not available otherwise. Credit is also available for many experiential situations.
    b) Tunbridge in San Francisco is a program designed to help students make career decisions through field experience, supervised by professionals who have agreed to work with the program staff as community resources.

2. Participation in the Independent Study Program allows psychology students to design, in consultation with a faculty advisor/tutor and community resources people, a program of study which is uniquely designed to meet their own needs. This program makes full use of Lone Mountain College's resources as well as those of the large community of psychologists in the Bay Area.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Varies with the program

Number of students who participate in innovation per year: 20
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

no formal evaluation done

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 10 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 800

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): **4-1-4 with January, Summer & Intersession**

INNOVATOR DATA

Name:	**Dr. George A. Kaplan**
Title:	**Assistant Professor and Director of the Independent Study Program**
Department:	**Psychology**
Institution:	**Lone Mountain College**
Address:	**2800 Turk Blvd.** **San Francisco, Ca. 94118**

Telephone: (Area Code) **415** Number: **752-7000** Extension: **260**

GROUP ORAL FINAL EXAMINATION

All fields

For the past several years I have been using a group oral final examination format. The students are assigned the task of formulating 5 key principles or generalizations with respect to the main aspects of the course. For example, these might be the key guidelines for "doing research" in a methods course. Since they only have five to choose, each must be important enough, but they are warned not to have them so general as to be useless. Since the preparation is for an exam, the motivation tends to be high and the preparation thorough. I call on students at random, asking for a single principle which is recorded on the board. By going around the room in this fashion everyone is insured several opportunities to participate. Even if a student indicates that his principles are "already on the board," he is encouraged to say it as he had written it down. Since the principles are discussed as they are raised, the feedback is immediate. We develop organizational schemes as the items are recorded on the board so that by the end of the discussion the domain in question is placed in a larger context. After all the principles are offered, I can bring in additional issues that have not been raised...

From an educational point of view the procedure provides an exciting and content-packed conclusion to the course. The students are invariably amazed and pleased with the insights that develop and often comment on the high-feedback situation that the format permits. The procedure also provides the teacher with an examination format that requires little advanced preparation and no pile of papers to contend with the day after. It should be emphasized, however, that the process itself is an extremely demanding and tiring experience. The ideal group size is somewhere between 6 and 10. Beyond that, it is extremely difficult to remember the contribution of each student for evaluative purposes. This means that in larger classes the procedure must be repeated to keep the group size small enough. It should be mentioned that the procedure is less suited to a class where the final counts heavily in the grade. My courses involve numerous shorter assignments and as such the final is intended as much as an opportunity for integration, as it is for evaluation.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 18
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 50 ?
Number of senior majors in the department: 300 ? (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ____________

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Rachel Kaplan**
Title: **Lecturer in Psychology;**
Department: **Associate Professor, School of Natural Resources**
Institution: **University of Michigan**
Address: **Ann Arbor, Michigan 48104**

Telephone: (Area Code) 313 Number: 764-0426 Extension:

OUT-OF-CLASS PROBLEM GROUPS WITH BRIEF IN-CLASS REPORTS

All Fields

Class discussions always present the limitation that certain and perhaps many students rarely participate. There is always the temptation to divide the students into small groups where everyone is likely to participate. But just telling groups to "discuss" rarely works out and group projects, with their attendant reports in class, tend to take up too much class time with what the other students find rather boring. In the last several years I have begun to use an alternative procedure with out-of-class groups that gets around most of these difficulties. The ground rules are as follows:

1. The groups are assigned to make their membership as varied as possible in terms of background and areas of interest. There are from 4-6 students per group.
2. The problem for the group to work on is announced a week before the group reports are due. All groups work on the same problem.
3. All groups report on the same day. Each presentation is to last no more than five minutes. There is thus an emphasis on sticking to the highlights of the group discussion. Class discussion follows the presentation of all the group reports (never more than four on a given day - sometimes only half the class would thus be assigned a given problem).
4. There are group problems assigned every two or three weeks. Whoever presents the report for the group cannot present another report until everyone else in the group has made a presentation.
5. Each group is responsible for handing in a single page with a very brief sketch of their conclusions, and with the signatures of all participating members.

The group reports receive a most attentive hearing by the whole class. They all have, after all, been dealing with the same problem (often rather intensively - the prospect of a report in class is apparently motivating). Also five minutes is within the college or graduate student attention span. The students often have trouble restraining themselves until the reports are completed - they often have developed strong feelings on the issues and the ensuing discussions are frequently animated. Student evaluations indicate that they find the procedure valuable, that it leads to active processing and frequently to clarification of issues. They also indicate that they frequently spend considerably more than the suggested hour out of class.

In my more frustrated moments I sometimes think of education as a process of providing answers to questions that the students have not asked. The problem-group procedure is very effective for raising questions that subsequent assignments can then deal with. By the time the students are done with the preparation, presentation and discussion of the reports, they do care about the issues and they tend to be much clearer as to what the issues are. Thus their cognitive structure is primed for what they can glean out of subsequent materials. For this reason I tend to schedule a group report session so that it precedes the reading of the assigned material on the topic in question.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): **anyone, any class of 12-60**

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 80 ?
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 50 ?
Number of senior majors in the department: 300 ? (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 30,000 ?

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Stephen Kaplan**
Title: **Professor**
Department: **Psychology & Computer & Communication Sciences**
Institution: **University of Michigan**
Address: **Ann Arbor, Michigan 48104**

Telephone: (Area Code) 313 Number: 764-0426 Extension:

COMPUTER ASSISTED INDIVIDUALIZED (MASTERY) INSTRUCTION WITH LARGE INTACT CLASS SECTIONS.

APPLICABLE TO ALL FIELDS: (Developed using introductory psychology classes.)

SYSTEM OBJECTIVES:

1. To allow students in large enrollment courses to progress at their own pace with few to no teaching assistance.
2. To allow students to select from a wide variety of learning options to meet course requirements (i.e., traditional lecture, group discussions, independent study, group projects, audio tutorial, etc.)
3. To differentially diagnose student learning (cognitive) style and study habits as a basis for prescribing learning options.

PROCEDURES:

1. A computer program was developed to assist instructors in single-handedly managing large classes in individualized instruction.
   a. All students and instructors input to the computer (i.e., exams, attendance, diagnostic tests) use mark sense IBM cards.
   b. A computer data base stores all input. In addition, the computer scores all tests, keeps complete records automatically, and generates special reports as required, including:
      1) Student feedback sheets which list the errors the student made on each test item. (These are linked to learning objectives for each unit of study.)
      2) The computer generates weekly reports on cumulative progress of students for posting as well as information for evaluating classes' performance.
      3) The computer stores learning objectives and mastery test items. Instructors can easily generate dittos of mastery tests and learning objectives from the computer. Learning objectives are distributed to students.
      4) The computer scores cognitive style surveys and prints summaries for each student and mastery summaries for instructors. (These are used by instructors during student conferences.)
      5) Instructional material used in the system are selected from commercially available texts, test files, and individualized study workbooks. Any instructional material can be used with this system.
2. The basic instructional procedure uses a modified Keller plan.
   a. Students receive points for attendance, completion of mastery tests, term papers, participation in study groups, etc. Points for each grade level are predetermined.
   b. Students are required to take and pass a minimum of ten units out of 13 to qualify for any grade. Students retake tests until mastery is achieved.
   c. Two instructors participated in this project teaching ten classes for a total enrollment of 500 students.
   d. Mastery tests are given once a week in each class. Students may take a mastery test from either instructor at any time they are given. The tests are given in regular classes; no special facilities are needed. Class time is used for lectures, movies demonstrations, tests, etc. Students may negotiate alternative learning options and omit class attendance.

MATERIALS AND RESOURSES:

1. The computer programs are written in IBM 1130 FORTRAN (a subset of FORTRAN IV) for a 16K machine with one disk pack. All input requires mark sense card reader or 519 punch.
2. Cost of computer system operation is part of services provided to all instructors by the college.
3. Once in operation the system costs, except for computer services, are identical to conventional instruction.

EVALUATION: The system is currently under rigorous evaluation. Informal evaluation reveals the system operates smoothly and efficiently and student enrollment and drop rates are not different from conventionally taught classes. Course grade distribution shows a skew in favor of higher grades compared to prior semesters taught by the participating instructors. Student opinion questionnaires are favorable and justify continuation of the program.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 1000
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $2000

Approximate amount needed each year to support ongoing project = $______.

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000 day, 8,000 extended day

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Jack Kirschenbaum
Title: Instructor
Department: Psychology
Institution: Fullerton College
Address: Fullerton, CA 92634

Telephone: (Area Code) 714 Number: 871-8000 Extension: 74

LEARNING CONTRACTS

Educational Psychology (applicable to others)

In the interest of individualizing the teaching-learning-evaluation process, the student and instructor negotiate what learning activities will be undertaken, how knowledge will be demonstrated, how it will be evaluated, and what the consequences in terms of a grade will be.

Prior to this process, course objectives are presented and students are told that these must be met in some minimal way to receive a grade of C. How this is done, and how far beyond that a student chooses to go is the subject of negotiation. To avoid having the contract be purely quantitative (the more work the higher the grade), guidelines for all projects are specified and agreed upon in advance and inadequate work is returned for revision. While all decisions and determinations are negotiable, a high degree of quality control can be maintained while still permitting students a large degree of decision-making freedom and an opportunity to take additional responsibility for their own learning. Contracts are settled early in the term but are re-negotiated as needed at any time.

In doing this on two separate occasions, I found that it tends to be more demanding of my time and effort than when I prescribed the learning activities and means of evaluation. While I could administer an exam to everyone at once in the past, with this procedure only some chose to take exams and they did so at different times. Certain other administrative problems arose: initially, many students procrastinated and turned in much of their work at the end of the quarter, overburdening me and leaving little opportunity for feedback and revision. But in a subsequent term, students were told to specify dates when activities would be completed and despite the absence of consequences for tardiness, this measure reduced the problem significantly. I also found that while only a few students specified classroom participation as part of their contracts, attendance was comparable to that of courses I taught previously, and the amount and quality of interaction of those attending was significantly greater.

Some of this is my subjective judgement, and systematic assessment remains to be done, but comparisons of course evaluations with those of a previous quarter when the contracts were not used indicate that the contract-based course was more effective in most respects, and it appears that the contracts were a contributing factor.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): **education students**

Prerequisites for students who participate in innovation:

Developmental Psychology

Number of students who participate in innovation per year: 35
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Douglas A. Kleiber**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **St. Cloud State College**
Address: **St. Cloud, Minnesota 56301**

Telephone: (Area Code) 612 Number: 255-3142 Extension:

INTRODUCING UNDERGRADUATES TO SOPHISTICATED LABORATORY EQUIPMENT

All Fields

The psychology department at Nebraska Wesleyan University recently acquired a large amount of relatively sophisticated equipment with our new building. This blessing has produced the "problem" of familiarizing our undergraduate majors with this equipment so that they can use it in research, and in particular, in their independent research projects required of all senior majors. The present method of introducing the equipment was adopted for several reasons: (1) It requires a minimal amount of faculty supervision. (2) The students work at their own pace. (3) It allows for successive approximations without penalty. (4) It encourages creative applications of equipment usage. (5) It is within our "hands-on psychology" teaching philosophy. An additional more major objective, apparently achieved, is to reduce, if not eliminate, the students' anxiety over using complex equipment, and to provide them with a "strategy" for approaching unfamiliar equipment.

The method itself is quite simple. The experimental psychology class (required of all juniors) is divided into nine teams of 2-3 students. The equipment (described below) is set out in ten small rooms. For each piece of equipment, an instruction manual (supplied by the manufacturer) and/or a "problem" is supplied. The students' task is to master the equipment in terms of understanding the functions and describing some uses in experimentation.

In order to be approved on a piece of equipment, the student team must notify either the course assistant (an undergraduate) or the course instructor. The students are then questioned, as a team, about the functions of each switch or dial, and asked to describe their uses in practice. Particular attention is given to relatively mundane tasks such as loading paper, filling ink reservoirs, charging/changing batteries, calibration, etc, as these tasks are always encountered but often overlooked in training. Hypothetical problems are also presented, with final approval requiring successful operation under varying conditions.

In order to build confidence, students are encouraged to proceed from simple equipment to more complex equipment. A check-list is posted on the bulletin board, with the requirement that each team be checked out on each piece of equipment. The equipment is available eight hours a day, but the instructor or assistant are available for check-off only during specific hours (eliminating continuous interruptions in their other duties).

The equipment covered in this manner over a five-week period includes: a biofeedback EEG, memory drum, rat operant equipment, pigeon operant equipment, multi-function physiograph, reaction time apparatus, biofeedback EMG, pursuit rotor, GSR device, delayed feedback tape recorder, T-scope, six-channel event recorder, Müller-Lyer device, depth perception apparatus, temperature biofeedback device, cutaneous sensitivity kit, social psychology communication and recording system, mirror tracer, and electromechanical programming equipment and techniques. Other equipment (e.g. stereotaxic instruments, microtome and histology equipment, stimulators, 8-channel EEG, flicker fusion apparatus, Singerman color mixer, etc) is introduced in the course in which the equipment is most appropriate to the content area.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ cost of equipment for training
Approximate amount needed each year to support ongoing project = $ 20.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 23 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Marty Klein, Ph.D.
Title:	Assistant Professor
Department:	Psychology
Institution:	Nebraska Wesleyan University
Address:	50th and St. Paul Streets Lincoln, Nebraska 68504

Telephone: (Area Code) 402 Number: 466-2371 Extension:

STUDENT SCHEDULED INVOLVEMENT IN FILMS, DISCUSSIONS AND REPEATABLE TESTS

Over the last decade, a system of large class instruction has been developed which utilizes educational technology both in presenting material to students and in monitoring educational achievements by students.

To maximize effectiveness of educational activities, the choice of "when during each week" educational activities are performed is left in the hands of each individual student. The major components of the course (film presentations, discussions, readings, and tests) are all available throughout the week, and students can schedule their work and modify their schedule to fit the circumstances of the moment.

Self-scheduled attendance at presentations (the functional equivalent of lectures which take place on alternate weeks) is made possible by replacing personally delivered lectures by mimeographed handouts, audiotaped comments played to introduce films, and educational films selected to exemplify major concepts and principles. Ten hours per day, Monday through Friday, presentations are made in two small lecture halls (capacity 100 each). Each presentation takes two hours, so each week there are 25 opportunities for students to attend the four hours of presentations. Tests are given on the week following a week of presentations and which may be taken any time during the week in a testing room which operates for 50 hours during the week. Discussion opportunities are also available with either the instructor or a graduate assistant in a discussion room adjacent to the testing room. Students are encouraged to come to this room to study, grade tests, ask about items and discuss anything relevant to the course.

To decrease the aversiveness of exams, the examinations cover only a few weeks' material, are increased in frequency, and are repeatable. Large numbers of equivalent forms of an exam are generated by computer; 4,000 different forms of an exam are printed out routinely each week so that each student in the class of 1500 is free to take a test to find out what he does not know, study what he finds he does not know, and to try again and again on other forms of the test until a satisfactory grade on the exam is achieved. Only the highest grade achieved on a number of equivalent forms is counted; it is assumed that it is important for a student to master the material, but not important whether mastery was achieved on the first try or on the third.

Computer programs make feasible the production of large numbers of equivalent forms, each of which is a unique stratified random sample of items about the material being covered. Availability of large numbers of equivalent forms has important educational consequences: makeup tests are always available; exams and answers to exams may be made available to students for guidance of study; students may share tests they have taken and thereby are encouraged to discuss course material with each other; secrecy is minimized and an atmosphere of "full disclosure" and openness is encouraged; the role of instructional staff becomes that of helping students meet an external and impersonal standard of test performance made by sampling from a large item pool.

Outcomes: Since January, 1970, approximately 10,000 students have received instruction in introductory psychology by means of student-scheduled attendance at film presentations, discussions and testing with computer generated repeatable exams. Costs have been comparable to conventional lecture instruction; grades have increased until the modal grade is now A; failure rate has decreased to less than 10 percent; amount learned appears to have increased substantially; student enrollments have doubled. Further modifications in the educational system are planned, but these involve improving materials and procedures rather than modification of the basic approach. This system of instruction has been field tested and found to be viable and valuable.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: None

Number of students who participate in innovation per year: 2000-2500
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 25,000

Approximate amount needed each year to support ongoing project = $10,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: 75 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 21,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Donald D. Jensen
Title: Professor
Department: Psychology
Institution: University of Nebraska-Lincoln
Address: Lincoln, Nebraska 68508

Telephone: (Area Code) 402 Number: 472-3721 Extension: 23

A CONTRACT FOR THE TEACHING TEAM OF THE DAY MODEL, A DESIGN FOR (SUMMER) SESSIONS IN WHICH CLASSES MEET IN TWO HOUR BLOCKS

Introductory and Other Courses

From the staff's point of view, this section of the course is an elective. The course is given at other times and in other quarters, so no one taking it should do so who is not willing to participate in the design as prescribed below. In other words, staying in this section is a contract between the staff, you, and your fellow students. If you are opposed to the contract and believe you must take this section, please see a staff member at once.

There are several goals from the staff's point of view. You probably have others which we hope you will share. Here are some of ours: 1. to expose you to basic ideas, concepts, and research in psychology; 2. to help you learn the ideas, concepts, etc., of psychology and see their relevance for you; 3. to have you take the major share of responsibility for your own learning and for teaching your fellow students; 4. to have you share in evaluating your own learning and that of your fellow students; 5. to help you see how effectively you can do tasks 3 and 4; 6. to explore new ways of conducting college classes; 7. to give us practice in serving more as "consultants to learners" than as "teachers".

The class will be quite different from the typical one. We are all to be teachers and learners. The class will be grouped into teaching-learning teams, each consisting of eight students. Within each team, there will be four pairs of students. Each day (except for the days labeled "communications" and "assessment"), one pair (the "teaching pair" for that day) within each team will be responsible for preparing and conducting a learning session on the assigned material for the remainder of the team. The session will take the first class hour on the date indicated on the schedule. During the second hour, all the "teaching pairs" will meet with the staff -- in full view of the "students of the day" -- to discuss their experiences together. During this second hour, the staff will serve as consultants to the teaching pair. Between classes, the staff may be consulted by any teaching pair.

Each student is responsible for each day's reading assignment and each team is responsible for preparing the exercise in the Student Guide in preparation for the day's discussion. The teaching pair should decide (alone or with the whole team) how the exercise is to be done. Every team member should know his assignment the day before the exercise is to be discussed. For the Communications Day, the staff will present material and activities.

The above contract is open for discussion during the first hour and during Communications sessions.

There is a requirement for all classes in Introductory Psychology: All students must participate in research. Details will be given at the first class.

Lastly, there is evaluation. Our concern is not to evaluate you so much as how to evaluate our effectiveness. We think that should be the major function of tests. Thus, we will begin with a multiple choice test based upon the textbook-- it will be given during the first class. It will be repeated during the exam period. At that examination period, you will tell us how much weight to put on your second examination or the change from the first to the second exam. The remainder of the grade will be up to your team -- you will submit a statement of your criteria and the letter grade which somehow combines your ratings on your criteria. During the quarter, we will talk often about decision-making, self and group evaluation, feedback to ourselves and others, and the like. We hope that these discussions will help you make a decision that makes sense to you.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 40-60
How long has the innovation been in effect? ______ years since 1968

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

Data are that in the next two Intro Classes, no difference between my students and others. What else is new?

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 23,600

Characteristics of Institution

☒ Public-City
☒ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Leonard M. Lansky
Title: Professor
Department: Psychology
Institution: University of Cincinnati
Address: Cincinnati, Ohio 45221

Telephone: (Area Code) 513 Number: 475-4680
475-4873 Extension:

STUDENT EVALUATION OF ESSAY EXAMINATIONS AS A MEANS OF ENHANCING THE VALUE OF FEEDBACK

All fields

A midterm essay examination is administered to the class under the usual conditions, except that students are required to use examination booklets and to write their names on the booklet cover only. Before the next class session, students' names as listed in the instructor's grade book are given code numbers, which are entered in the upper right hand corner of the first page of each booklet, and the portion of the cover with the student's name is torn off. If the exam was given to two sections, the code number for each section includes an identifying letter. If the exam was given to one class only, the class is divided alphabetically, with the code numbers for the first half designated as A numbers and the second half as B numbers.

At the next meeting of the class following the examination, students are told they will be evaluating the replies of the examination they took. The purpose of this activity is that of making examination-taking more of a learning experience, for the material covered will mean more to them by their becoming involved in evaluation. (Research has shown that students learn more from critiquing the answers of others than by conventional methods of study.) Furthermore, they will learn something about writing exams in any subject. The activity is reality-oriented, for the grades they award the answers are to be summed and entered in the instructor's grade book. To anxious questions about students' competence as evaluators, the instructor replies that previous use of the method shows a high positive relationship between instructor- and student- awarded marks. In any event, the student should feel free, once their exam book has been returned, to request the instructor to re-evaluate it.

Students are then organized into groups ranging from 3 to 6, depending on the size of the class. If the exam was given to only one class, the groups are divided at the middle of the alphabet into A and B groups. The exams from the second half of the alphabet are given to the A groups and those from the first half to the B groups; thus, no student can grade his own exam. The exam questions are also distributed. The first question is read aloud, and the instructor elicits possible answers from the students, outlining them on the blackboard. He may indicate how he would rate each of the answers if he were grading the exam, or ask students to suggest relative weights. The students are then instructed to follow this procedure: (1) one person in each group reads an answer aloud; (2) the group discusses the answer; (3) the group, by consensus or averaging members' ratings, assigns a grade to the answer; (4) the answers to the same question in other books are rated by the same procedure. Students are specifically instructed not to follow the procedure of reading the answers silently, handing them around the group, and averaging the ratings , for it is important that they discuss the evaluation. It is through discussion that they become involved in the process and thus become active learners.

When all the groups have finished grading the first question, the same procedure is carried out with respect to the next, and so on. (Often some groups work more rapidly or have shorter answers to the grade; in such an event, the instructor shifts unfinished exam booklets from slower groups to the faster ones, making sure that B booklets are only given to A groups, etc.) Before each new question is taken up, the instructor shifts booklets around among the groups, in order to increase the number of judges working on each booklet, enhancing the reliability of the ratings.

It usually requires two class sessions to grade a typical midterm exam of four or five essay questions. After the scores for each booklet have been summed and entered into the instructor's grade book, the exams are returned to the owners at the third session of class following the exam. The right of appeal may be exercised on that day only (to forestall students having time to "fix" their answers).

This approach has also been used in connection with an out-of-class assignment in which students are given an anonymous research report and asked to abstract it, an assignment that tests the ability of the student to understand and interpret research. The abstracts are then coded and graded by the same method employed with the essay midterm exams.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

undergraduates generally,
majors and non-majors

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 20 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 50
Number of senior majors in the department: 750 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 22,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

I have also used this method at the American University of Beirut, a private, coeducational, liberal-arts university.

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Henry Clay Lindgren
Title: Professor of Psychology
Department: Psychology
Institution: San Francisco State University
Address: San Francisco CA 94132

Telephone: (Area Code) 415 Number: 564-9299 Extension:

COMPONENT ANALYSIS OF PERSONALIZED SYSTEMS OF INSTRUCTION
VARIABLES INVOLVED IN STUDENT WITHDRAWALS
CORRESPONDENCE OF STUDY PLANS AND ACTUAL STUDY AMONG TRANSITIONAL STUDENTS
DESIGN OF INSTRUCTIONAL PRACTICUM COURSE FOR UNDERGRADUATES

Graduate and undergraduate courses in psychology.

Several staff members of the Psychology Department at Drake University consider the applied analysis of instructional behavior to be their major research effort. At all times there are several research projects and master's theses underway. Presently (1974-1975 academic year) the following theses are underway:

Baraniecke, J. Effects of a laboratory based point system on the production of continuous correspondence and on the production of 28 two-page outlines.

Cook, H. Student responses to course evaluation questions as a function of observer-rated instructor responses.

Paine, C.K. An analysis of response characteristics in PSI courses.

Sowers, J.A. The effects of a class based point system on correspondence between planned and actual study time and between actual and reported study time for university transitional students.

Volo, S. The effect of study guides on student performance on study guide and non-study guide items.

Waller, E. The effects of test deadlines in a self-paced university course.

Wylie, R.G. The effects of contingency contracting on student-pacing in PSI courses.

The following reprints are available upon request:

Lloyd, K.E. & Knutzen, M.J. A self-paced programmed undergraduate course in the experimental analysis of behavior. *Journal of Applied Behavior Analysis* 1969, *2*, 125-133.

Lloyd, K.E. Contingency management in university courses. *Educational Technology*, 1971, *11*, 18-23.

Lloyd, K.E., Garlington, W.K., Lowery, D., Burgess, M., Euler, H.A., and Knowlton, W.R. A note on some reinforcing properties of university lectures. *Journal of Applied Behavior Analysis*, 1972, *5*, 151-156.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☒ Honors Students
- Other (specify):

Prerequisites for students who participate in innovation:

none

Number of students who participate in innovation per year: 400

How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):
  - ABA reversal designs
  - Multiple baseline designs

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 10

Number of senior majors in the department: 50 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 4800

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☒ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☐ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Kenneth E. Lloyd	Margaret E. Lloyd	W. Scott Wood
Title:	Professor & Chairperson	Assistant Professor	Associate Professor

Department: Department of Psychology

Institution: Drake University

Address: Des Moines, Iowa 50311

Telephone: (Area Code) 515 Number: 271-2876 Extension:

THE CAPIWIF (CASSETTE ASSISTED PROGRAMMED INSTRUCTION WITH IMMEDIATE FEEDBACK) SYSTEM OF INSTRUCTION USING TAKE-HOME-TUTORING-CASSETTES AND CASSETTE RECORDED CLASSROOM TESTS

Basic Principles of Psychology; Psychological Statistics; 20th Century Systematic Thought in Psychology; Psychological Effects of Brain Damage; Applicable to any course in which the total mastery approach to learning is acceptable to students; Not recommended for introductory courses in psychology using encyclopedic textbooks.

Method:

Every lesson is recorded on a cassette in the form of a dialogue discussion with about twenty yes or no questions followed by their answers inserted at five minute intervals to permit immediate feedback of student comprehension. Students purchase one new cassette at the beginning of the course, turning this in at the learning center for lesson number one, this, in turn, for lesson number two and so on throughout the course. A full course consists of 14 to 16 lessons, each one covered by a 90 minute take-home-tutoring-cassette. There are also special printed or mimeo materials and a text book may be used as well. Class meetings may be limited to one for every lesson or, in courses like statistics, there may also be lectures, discussions, and a laboratory.

Classroom tests, usually on every lesson, are given by cassette and scored immediately by machine right in the classroom. Questions are of the yes or no variety, fifty to a test, the latter taking twenty minutes.

Equipment:

Necessary equipment includes a tape recorder suitable for making master tapes; classroom cassette players, earphones, a speaker, and a high speed scoring machine; learning center facilities including a high speed cassette duplicator; tabulator print-out equipment for printing consolidated rosters of students in large courses; duplicating equipment for duplicating rosters with new grade entries after every lesson (for bulletin board posting).

Evaluation:

The unique nature of the content of present CAPIWIF courses precludes comparison to other methods of instruction but the advantages are many, including student attendance flexibility. Attrition is average for the college and after many revisions and improvements there are virtually no complaints about the method. In large courses, such as introductory psychology, the classroom space and teacher time required is less than half that demanded by traditional instruction.

Availability:

A sampler cassette and mimeographed instructions for setting up a CAPIWIF system of instruction in any course whatever are available from PROJECT SOCRATES upon request. A set of 16 c90 master study tapes and 16 tests on 8 cassettes for the course, "Basic Principles of Psychology", is available for purchase. The printed manuals for the course are also available for distribution to students through their local college bookstore. The other courses which have been developed will not be available as they were built around commercially published text materials which have recently gone out of print. As the concern of PROJECT SOCRATES with the CAPIWIF system of instruction has been to perfect it and demonstrate its feasability, its application to any further courses will be left up to other workers who consider such an enterprise worth the time and effort.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): Blind and shut-ins

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 1000
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Drop-out rate; student comments.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5000

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Harry C. Mahan, Ph.D.
Title: Director, PROJECT SOCRATES
Department: Psychology
Institution: Palomar College
Address: San Marcos, California 92069

Telephone: (Area Code) 714 Number: 744-1150 Extension: 395

CLASS DECISION IN DETERMINING METHOD OF GRADING

To reduced the ferocious competition and anxiety about grades, for the last several years I have invited my undergraduate students to help decide which method of evaluation will be used. The only method absolutely ruled out is self-grading. Without exception, all my classes have agreed to be evaluated as follows:

1. Rather than have a traditional examination in which students try to guess what the instructor thinks is important, we have used a system in which I hand out lists of 30-40 questions several weeks before the examination. The examination itself consists of 9 or 10 questions taken verbatim from that list.

2. Rather than employ a "curve" in which students compete against each other for grades, we have decided to use straight percentages of correct answers as a system of grading. On my own, without consultation with the class, I have decided that 88-100% is equal to a grade ofA, 80-87% = B, 75-79% = C, 70-74% = D, and 69% or lower is a failing grade. I find that with this system students work in groups rather than individually, and that a considerable number of C and lower grades drop out of the class after the first examination.

The limitation of this method of grading is that students tend to study the questions rather than the material of the course. To counterbalance this, I have tried to be as ingenious as possible in thinking of questions which cannot be answered by memorizing a statement or paragraph in the text, but require thought, integration of material, ability to conceptualize. Writing such questions is not easy, but the reduction of anxiety in the class makes it worthwhile.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 70-80
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 42
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 18,000 (?)

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Joseph Masling**
Title:
Department: **Psychology**
Institution: **SUNY at Buffalo**
Address: **Buffalo, N.Y. 14226**

Telephone: (Area Code) 716 Number: 831-1847 Extension:

AN INTERDISCIPLINARY COURSE ON RESEARCH FOR UNDERGRADUATES

All Fields

COURSE BACKGROUND: Very few persons will ever conduct research in their lifetime. However, nearly everyone is touched by research of one sort or another--from medical research to city planning. People must know, first, what is common to research, what distinguishes it from other sources of information and knowledge, and, second, how to conduct it, appraise the course of research action, and interpret and evaluate the research results.

Fundamentally, research consists of: (a) sense of "need to know" something with a high degree of assurance--it could be a problem, an opportunity, a "gap" in theory, or the results of applied practice or policy; (b) the design and construct aspects; (c) the means for gathering data and a host of related techniques and methods; (d) ways and means for interpreting data against one's research goals; and, (e) getting the message to the intended audience--research reportage.

THE COURSE OBJECTIVE: The Course is taught jointly by faculty from psychology, sociology, and nursing. It stresses the above research aspects and, insofar as it is feasible, direct the learner's attention and involvement to research focuses and applications within their chosen field, e.g., allied health, social science, behavioral science and education. These aims are noted, given resources appropriate to the tasks and criteria:

1. Problem Analysis: The student shall demonstrate mastery of the antecedents of research--its rationale and purposes--relative to a given field of inquiry, and of a given problem/topic in particular.
2. Research Planning: The student shall demonstrate ability to plan, isolate the elements of a research plan, schedule and otherwise identify and arrange the order, sequence, and procedures appropriate to the conduct of research, given various research approaches, i.e., historical and comparative research, descriptive research and experimental formats.
3. Documents: The student shall demonstrate abilities to identify, locate, and assess the merits of documents which are of unequal value in the formulation of a research problem, approach and design, noting those items which are most salient and constructive to the sense of orderly theory or the development of an explanation.
4. Design: The student shall demonstrate mastery of research designs, including the requirements of use, the normal forms of design and variations, plus the data implications of research designs.
5. Techniques: The student shall master the basic vocabulary of research techniques, demonstrate mastery of basic data collection methods, sampling procedures, scaling and data interpretation.
6. Research Evaluation: The student shall demonstrate the use of evaluative research criteria in the appraisal of research reports appropriate to given fields of study.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: None

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? One years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: 10 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1,100

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Chandra M.N. Mehrotra
Title: Professor and Head
Department: Department of Psychology
Institution: College of St. Scholastica
Address: 1200 Kenwood Avenue, Duluth, MN 55811

Telephone: (Area Code) 218 Number: 728-3631 Extension: 489

TRAVELING INTERNSHIP PROGRAM

All Fields

Recently at St. Cloud State College, we have designed a new traveling internship program. This program is individually designed so a student may intern at a graduate school or work environment of his choice. This involves the instructor contacting behavioral colleqgues at various centers lining up a work situation for the student. The intern volunteer for ten weeks to put in a forty hour week working for the individual and getting on the job experience. The features of this program are as follows:

1. A Two Way Look and See: The traveling internship gives the student a chance to see the graduate school or job being considered as well as opportunities for them to see the students in their work-a-day world.
2. Adaptation: It can reduce the initial shock response which some employees and graduate students have in a new situation.
3. Maximal Environment: The internship is located in the environment a perspective graduate student or employee can most benefit, that is where he plans to work or study.
4. Hands On: This internship allows the students to get hands on experience by working in a program under outstanding supervision.
5. Minimized Cost of Experience: This program can allow the student to be at an out of state graduate school and pay the more economical in-state tuition.
6. Pay Offs to the Internship Supervisor: Benefits to the supervisor can be (1) Motivated free help; (2) Prerequisite skills learned by the student prior to the internship; (3) A chance to see a possible employee or graduate student for a "real life" trial period prior to acceptance; (4) In many cases four years of familiarity with a student are reflected in a recommendation for an internship.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

nearing completion of Psychology major

Number of students who participate in innovation per year: any number
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Faculty evaluation

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Gerald Mertens and Ann Kocer
Title:	Psychologist
Department:	Dept. of Psychology
Institution:	St. Cloud State College
Address:	St. Cloud, Minn. 56301

Telephone: (Area Code) 61 Number: 255-2138 Extension:

TOURING PSYCHOLOGY CLASSES

All Fields

Since 1970 St. Cloud State College has offered touring psychology classes which have been quite successful. These courses have taken students to major centers in the area of behavioral science, that is "where the action is in psychology." They have varied in the approaches they used. One might categorize them as follows:

Summer Tours: The summer tours have run about five weeks in length during the summer session. They have permitted students to travel to centers all over the United States and Canada. The list of stops looks like "Who is Who in Behavioral Psychology."

Christmas and Spring Vacation Tours: This tour is a seven to ten day tour during the Christmas and Spring breaks. It has visited some of the major centers in the Midwest and Southern United States, including one tour to Mexico. These tours have at times been done in conjunction with other groups such as campus religious groups.

Thursday Afternoon In-state Tours: This tour permits students to go to centers of behavior modification in the state at relatively low cost.

Short Hops to Special Centers or Events: This category includes anything from group participation visits to a center, to visiting a graduate school such as Western Michigan University, or visiting a convention.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: any number
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 40

Approximate amount needed each year to support ongoing project = $ 200

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Gerald C. Mertens and Ann Kocer
Title: Psychologists
Department: Psychology
Institution: St. Cloud State College
Address: St. Cloud, Minn. 56301

Telephone: (Area Code) 612 Number: 255-2138 Extension:

GUEST SPEAKERS VIA TELEPHONE

All Fields

Exploring new educational modes appears fruitful in an era where long publication lags exist, relevancy is stressed, and an effort is now being made to bring students where the action is and at the saem time reduce travel. One need go no further than a walk through the yellow pages. "Ma Bell" has a communication device which amplifies the telephone voice of a distant speaker. This device allows the audience to speak directly to the guest speaker. For example, in the last two years "Ma" has permitted St. Cloud State College to have its students listen to and ask questions of some of the best behavioral people in the country. For some $400, students have convered with B.F. Skinner at Harvard, Nate Azrin at Anna State Hsopital in Illinois, the best of the behavioral faculty at Western Michigan University, Dave Fischer in California, Harris Rubin at Southern Illinois, Williard Day at Nevada, and Ted Barber in Medfield, Mass. Some of these prominent speakers are not available for campus visits, and if they were the costs would be fantastic. Among its features are:

1. Easy to Operate

2. Plug in installation: The unit connects to a regular phone line by a standard telephone jack.

3. For audiences of any size: Where additional volume is required for a larger audience the set can be connected to a public address system.

4. Microphones: Two remote microphones enable the audience to speak to the lecturer. Microphones are under control of the moderator.

5. For information retrieval: Stored information resources and computer programs providing voice feedback may be accessed over the nation-wide telephone by an option that plugs into the unit.

6. Economic Measures: This can be done for approximately a $40 fee and a $10 rental per month. Those schools on the WATS system can further reduce the cost of calls. By prearranging times and phone numbers, with the speaker, you can call station-to-station to keep the costs at a minimum.

7. Possible Visual Aids: Slides have been sent ahead and shown at the time of the phone conversation. Certainly other visual aids could be used at the time of the phone call (e.g. video tapes, films, demonstrations, handouts, graphics, overheads). Another area where the method has been utilized is in the transmission of set conferences. The portable unit permits remote attendance at distant conferences.

8. Anonymity: Speakers (e.g. ex-con, patients, prostitutes, etc.) can discuss with a class and not lose anonymity.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☒ Honors Students
- ☒ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: any number
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 40

Approximate amount needed each year to support ongoing project = $ 200

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☐ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☐ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Gerald C. Mertens and Ann Kocer**
Title: **Psychologists**
Department: **Psychology**
Institution: **St. Cloud State College**
Address: **St. Cloud, Minn. 56301**

Telephone: (Area Code) 612 Number: 255-2138 Extension:

TEACHER AS RESOURCE LECTURER: REACTING TO STUDENTS' NEEDS THROUGH PRELIMINARY MINI RESEARCH

This procedure is used in a course titled "Psychology and Effective Behavior" but there is no reason it cannot be adapted to any area.

The total class period is 75 minutes. Each student is required prior to class to read the material and develop a response on a 3"x5" card to that part of the assignment that they would like me to respond to as a resource person. This can be in a form of a question or merely asking me to expand on a particular topic area. These responses are given points toward the final grade on an off-on system (i.e. ten points if the card is anywhere near adequate and 0 for no card). The total class is broken into groups of five. At first these groups are formed on a random basis but subsequently, after I gain some awareness of the abilities of the class members, I form a combination of the better students and students who are encountering difficulties with the material. Thus, what happens is that a tutorial arrangement develops.

During the first 30 minutes each small group is given newsprint and markers and required to develop a rank order of topic areas that they arrive at by consensus. This order is developed from their response cards. This 30 minute period of negotiation rapidly develops into a sharing of insights about the materials. Questions and problems with the materials are aired with the better students often helping others in their group.

During the next 30 minutes, all of the newsprints with the rank ordered topics are placed around the classroom on the walls. This allows both me and the class to discern the common problem areas and felt areas of deficiencies in understanding the material. I then spend this time responding to these topics and questions.

At the end of this time an objective quiz on the material consisting of multiple choice, identification and matching is given to the entire class. These usually consist of ten questions.

For the last ten minutes the class is given immediate feedback as to the correct answers and discussion, explanation and compromises are worked out.

I have found that this procedure allows for student participation plus my being able to respond to their felt needs rather than the usual lecture which attempts without any preliminary survey to inform the students of the lecturer's concern.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $5.00
Approximate amount needed each year to support ongoing project = $5.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 125

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Robert F. Munson, Ph.D.
Title: Professor of Psychology
Department: Psychology
Institution: Bellarmine College
Address: 2000 Norris Place
Louisville, Kentucky 40205

Telephone: (Area Code) 502
Number: 452-8581
Extension:

THE VIDEOTAPE RECORDER: OFF-THE-AIR PROGRAMS AND THEIR USE IN AN INTRODUCTORY PSYCHOLOGY COURSE OR ADVANCED PSYCHOLOGY COURSES

General Psychology; Advanced Psychology

I use a Videocassette Tape Player/Recorder to record off-the-air TV programs for playback in my General and Advanced Psychology courses. As an example, I recently videotaped an episode from the television series M*A*S*H. I listed the actor's roles on the blackboard giving the students clues as to some of the behavioral situations and problems which each actor might be confronted with. I then instructed the students to carefully observe the behavior of the actors as they viewed the videotape. The students were also instructed to make a written list of the behaviors of each of the actors. Such an analysis by several classes "verified" the hypothesis that students often commit concepts to memory, but are unable to apply them in "real life" situations. This particular episode was quite instrumental in portraying such behaviors as repression, projection, regression, and displacement. After viewing the videotape, the students were asked to respond as how they might have behaved in the same situations.

There has been no formal evaluation of this project as I use it more as an instructional and motivational aid to provide students with "simulated or real life " situations in which they must "dissect out" the salient properties or concepts currently under study; something not always easy to achieve with the conventional textbook/lecture format. In my opinion, this method presents more of a unified situation in which categories of material are broken down and the student must now synthesize and integrate his knowledge. The videotape method as I conceptualize it could consist of 3 levels: 1) several recordings for analysis at key points in the Introductory Psychology course; 2) a greater reliance on such recordings to exemplify psychological concepts in Advanced Psychology courses; and, 3) ultimately, an entire course based upon the psychological analysis of television programs and commercials.

Due to the restriction of the availability of videotape equipment, this method is utilized only periodically and not as regularly as I would desire. Access to the equipment is on a reserved basis as there is only one Videocassette Recorder. Additionally, any program to be recorded must be early in the evening as the personnel in the Audio-Visual Dept. must be available. Due to these limitations, I am attempting to save money from my own income to purchase a personal video system. It is my contention that for this project to realize its full potential, someone with the knowledge of the subject matter must monitor a large number of porgrams before a library of usable programs can be compiled. I am willing to donate my time, but first I must obtain access to the videotape equipment.

The specific videocassette equipment utilized at Mesa Campus are the Sony Color Videocassette Player/Recorder (Model VO-1800) and the Sony Color Videocassette Player (Model VP-1200). This system utilizes 3/4" Chromium Dioxide Tape with a cassette which has a total maximum recording/playing time of 60 minutes.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None for Introductory Psychology; and Introductory Psychology for Advanced Psychology

Number of students who participate in innovation per year: 300-400
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ approx. 2,000 - 3,000

Approximate amount needed each year to support ongoing project = $ approx. $30 per 60 minute blank videotape cassette

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): No formal evaluation

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: approx. 20
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David L. Norris, M.A.
Title: Psychology Instructor
Department: Psychology
Institution: San Diego Evening College, Mesa Campus
Address: 7250 Mesa College Dr.
San Diego, CA 92111

Telephone: (Area Code) 714 Number: 279-2300 Extension: 224

EDUCATION THROUGH STUDENT INTERACTION: STRUCTURED, SELF-LED DISCUSSIONS OF ARTICLES AS PART OF THE INTRODUCTORY COURSE

General Psychology (Applicable to other courses)

Program Description: Weekly discussion sections centered around an article related to the general area being studied in lectures. Students are trained to run through the following discussion steps without external leaders.

I. OVERVIEW
  Step 1. Definitions
  Step 2. Statement of Main Theme
II. DISCUSSION
  Step 1. Content Analysis
  Step 2. Critique of Material
  Step 3. Integration
  Step 4. Application
III. EVALUATION OF GROUP
  Step 1. Content
  Step 2. Process

Students read the article and fill out a discussion guide before class. Students, in turn, then lead each section of the discussion. A facilitator may help maintain structure, but is not essential after the first few meetings.

Objectives: Increase student interaction and exchange of ideas. Show variation in viewpoints. Obtain greater personal involvement, and increase relevance of ideas. Provide developmental experiences in organizing ideas and discussing them with others.

Format: Groups include 10-16 students. Training is by videotape and a student manual. Manual by Kitchener and Hurst, also includes study guides for each class, available through RMBSI, P.O. Box 1066, Ft. Collins, CO 80521. Groups meet like any discussion section, but are self led. Requires monitoring and encouragement by either faculty member or trained facilitators during early meetings only. Articles may be in a book of readings (highly convenient) or ordered as reprints separately. For introductory, the best articles are broad in scope, somewhat controversial, and short.

Evaluation: A series of studies are now being prepared for press. Student response is quite favorable. A few students have difficulty because of shyness, but often change through the class. A few reject the group as a useful learning experience, but usually respond to suggestions that one purpose of the course is to learn how others feel and respond, not merely to learn material. Content learning may be somewhat lower than equal time in more lectures, but other benefits including interpersonal learning and greater carrying of ideas outside of class, compensate.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

No prerequisites

Number of students who participate in innovation per year: 300-400
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Behavioral observations in class show greater involvement and activity of some personality types, but liking and performance not influenced.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: 120 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 17,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): Will change from quarters to semesters Fall 1975.

INNOVATOR DATA

Name:	E. R. Oetting
Title:	Professor of Psychology
Department:	Department of Psychology
Institution:	Colorado State University
Address:	Fort Collins, Colorado 80521

Telephone: (Area Code) 303 Number: 491-6828 Extension:

SELF-MONITORING OF STUDY BEHAVIOR

All Fields

Each student can optionally self-monitor on a daily basis total number of pages read and minutes studied. When the students turn in their graph on a weekly basis they earn a small number of points which is applied toward the final grade. The students are encouraged to plot their data points daily and to post the graph near their usual study area.

Evaluation: The evaluation of the above technique was based, in part, on my Ph.D. dissertation, which is currently in press (Behavior Therapy). In a pre-post control group design I demonstrated that if a student self-monitors his study behavior for a semester he can raise his grade point average significantly, (i.e., 1/2 grade point on a four point system at $p < .05$).

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **All students, all classes**

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 300
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ **none**

Approximate amount needed each year to support ongoing project = $ **none**

Evaluation done on innovation: **Basis of Ph.D. dissertation**

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department **unknown** (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: **unknown**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Kern A. Olson**
Title: **Lecturer in Psychology**
Department: **Psychology**
Institution: **University of Maryland (European Division)**
Address: **APO New York 09403**

Telephone: (Area Code) Number: Extension:

INTRODUCTION TO PSYCHOLOGY THROUGH SCIENCE FICTION

All Fields

Introductory psychology has been blessed with a fair degree of interest and anticipation on the part of students about to take the course and cursed with a large degree of disinterest and boredom once the actual work has begun. We tried to design a course which combined a rigorous outline of general psychology with the futuristic orientation and involvement generated by science fiction stories which employed psychological themes. We felt science fiction would provide a medium for communicating both the scientific and speculative aspects of psychology in absorbing and challenging form.

The course was offered as an option for completing a two-quarter sequence in introductory psychology within the university honors program. A mixed group of 16 undergraduates, including several psychology majors and a majority of freshman and sophomore honors students, participated. As an alternative to the traditional lecture course, we used a team-taught seminar format. Since we had a rather select sample of the student population, both in terms of interest and aptitude, we had few qualms about presenting them with a heavy reading load and requiring some integration of theories with research; the discussion which followed was both sophisticated and enjoyable.

We were fortunate in obtaining two textbooks which utilize science fiction material as a basis for explicating psychological concepts: *Introductory Psychology Through Science Fiction*, edited by Katz, Warrick, and Greenberg (Rand McNally, 1974) and *Valence and Vision*, edited by Jones and Roe (Rinehart Press, 1974). *Valence and Vision* which makes use of both science fiction writings and "American-Psychologist"-type essays, is probably the most useful of the two. It should be added that several events outside of the usual academic curriculum contributed to the content of the course; for example, a university-sponsored lecture by Gene Roddenberry, producer of the television series "Star-Trek" and a number of episodes of "Nova," the PBS series on the "frontiers of science," and a television showing of "Charly" (an adaptation of the required reading, *Flowers for Algernon*) were all recommended to students as topics for discussion. Although we realize that the same fortuitous events will not recur for an offering of a similar course, it is certainly possible to utilize whatever opportunities present themselves, or to provide such opportunities in the form of guest lectures.

Both in our own opinion and in the opinions of students expressed in two different evaluation questionnaires, the course was successful. We were pleased with the discussion format, with the team-teaching approach, and with the quality of student performance as measured by exams, papers and class discussion. In evaluating the course, students evidence enthusiasm for the science fiction approach and were generally satisfied with the amount of psychology they had learned. Disinterest and boredom were not in evidence.

Although this was an experimental course, and in spite of the problems of generalizing from such a small and select number of students, we have reason to believe that the approach could be adapted to accommodate larger numbers of students. For larger sections, we would suggest a lecture format, perhaps entitled "Introduction to the Future of Psychology." Appropriate textbooks would be *Valence and Vision* and a good introductory text which utilizes futuristic themes, such as *Psychology Today*. As a theme for such a course we can only concur with the words of Gardner Murphy:

> One dares not be overbold for fear the critics will laugh, while actually science fiction, and the casual predictions of scientists for the last hundred years or so, have been much too modest - in fact, much too myopic - as to what actually can be achieved...An ultracautious note may indeed *sound* like science, but only the plodding science of Sir Francis Bacon's *Novum Organum*, not the creative science that indeed has remade the world, and is remaking the world, through the extravagant inventiveness of a Planck and an Einstein.
>
> \- "Psychology in the Year 2000," *American Psychologist*, May 1969.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
for honors students: 1 quarter of introductory psychology
for advanced students: interest in science fiction

Number of students who participate in innovation per year: 16
How long has the innovation been in effect? 1/4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **comparison of general-honors introductory students with advanced psychology majors**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 27
Number of senior majors in the department: 147 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 26,900

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Stephen Anderson and James Oshinsky**
Title: **Intro. to Psychology through Science Fiction**
Department: **Psychology**
Institution: **University of Tennessee**
Address: **8 Ayres Hall**
Knoxville, TN 37916

Telephone: (Area Code) 615 Number: 974-2531 Extension: 974-2389

BASIC SYSTEM OF ALL SCIENCES by Z.A. Piotrowski

Subject Area: All Fields

In view of the great complexity of personality and projective techniques, I present simultaneously (1) definitions of basic concepts, (2) empirical referents or what the concepts denote in terms of empirical evidence, (3) propositions or logical interrelating of concepts, and (4) the state of validation of the propositions. The rationale for this teaching device is offered in my "Basic system of all sciences" (in "Personality Theory", ed. by H.J. Vetter and B.D. Smith, pp. 2-18, 1971). Although all four functions must be in harmony to create a sound empirical science, they are independent of one another in the sense that defects in any of them cannot be compensated for my improvement in any of the other three. Thus, their number is irreducible. Concepts are of the greatest importance because they are principles of classification. A thorough discussion of basic concepts keeps the students' minds on the specific goal of the course and organizes the learning process.

Skill in the use of the basic science system encourages a student's constructive, critical and indepedent thinking. It helps greatly in evaluating scientific literature. It facilitates the recognition that many apparent differences in results are merely differences in terminology or differences in the meaning in which concepts have been used, or were caused by the use of different empirical referents, or different validation procedures. It is a wholesome experience to realize the manifold reasons for disagreements, and to discover that most differences result from incompatible approaches to problems and not necessarily from differences in acuteness and thoroughness of empirical observation or lack of order and regularity in the observed events occurring naturally or produced experimentally. The student acquires means to determine whether the agreement or disagreement among authors is genuine or spurious.

Every new personality trait (action-tendency, feeling, emotion, behavior pattern, work habits, ambition, etc.) and every new testing procedure, introduced in class is evaluated in terms of the four basic scientific functions. Whenever such a demonstration is possible, the students are shown how a modification of a concept, an empirical referent or a porposition affects validation results.

The course includes the testing of a voluntary subject in front of the class to demonstrate how raw data are collected. At least one test record is interpreted "blind" (i.e. without any knowledge of or about the subject) to illustrate the interpretation of the results of various projective techniques, uncontaminated by any other information. Several cases, tested at the beginning of a long follow-up are presented and students are given an opportunity to try "blind" analyses as an exercise in learning what indepedent information can be obtained from projective techniques. "Blind" analyses noticeably stimulate interest and eagerness to master the method of personality description relying on visual-motor imagery freely associated to ambiguous visual stimuli. The assets and limitations of selected projective techniques are easily explained with the aid of the basic science system.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): any students -- the level of teaching can be adapted to the students' preparation (pre-requisites)

Prerequisites for students who participate in innovation: without changing the scheme of teaching

Number of students who participate in innovation per year: average of 40
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $0 if department
Approximate amount needed each year to support ongoing project = $______ secretaries type and xerox copies of records

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify): Temple University asks students to evaluate courses (anonymously). The students' reaction was very positive.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year I am adjunct (part-time) Professor of Psych, at Temple; teaching nothing but projectives there
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: __________

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Zygmunt A. Piotrowski
Title: Adj. Professor of Psychology
Department: Psychology
Institution: Temple University
Address: Philadelphia, PA 19122

Home: 2217 Spruce St.
Philadelphia, PA 19103

Telephone: (Area Code) 215 Number: (home) 732-7511 Extension:

All fields

1. Students yelling out (see TA innovation)
2. Film stopping (see Using Films innovation)
3. I make erroneous statements about material they know -- when students keep note-taking, I ask how come they put down wrong things when they know they are wrong. I want them to think -- even if note-taking.
4. If teaching a new skill (e.g., how to tie research articles together -- in a freshman class), I give the same assignment twice so they can learn the skill and practice it.
5. I try to make students self-conscious about how they read a book, note-take, exam-take, etc. They report the methods to each other and try to think of where they learned those techniques, why they persist, how they could be "broken" or why, etc.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify): **Large classes**

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Freda Rebelsky**
Title: **Professor**
Department: **Psychology**
Institution: **Boston University**
Address: **64 Cummington St. Boston, MA 02**

Telephone: (Area Code) Number: Extension:

USING FILMS AS THEY ARE NOT MEANT TO BE USED

All Fields

I interrupt films, especially if the speaker is saying something about which there are multiple interpretations (almost any film works on this one!) or where the speaker mis-sees his data or where the input is horrendously wearing on the senses (e.g. all CRM films). I get the class to shout out interpretations. I use mis-seeing as a way to show students they can see better than the experts (e.g. in the Margaret Mead movie, Four Families, Mead says babies are fed on demand in India while a mother shoves her breast in an unwilling mouth). Students report that they stop being passive viewers - after a time they stop movies to question the authorities. In Introductory Psychology, this is especially useful for showing them how much they have relied on authorities in the past and how good they can be as observers.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 13 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Freda Rebelsky**
Title: **Professor**
Department: **Psychology**
Institution: **Boston University**
Address: **64 Cummington St. Boston, MA 02**

Telephone: (Area Code) Number: Extension:

MINI STUDIES IN CLASS - TEST TAKING AS A WAY TO HELP STUDENTS UNDERSTAND BEHAVIOR

All Fields

When I give weekly multiple choice quizzes, I have students first write if they've studied "enough," "too much," or "not enough." Then I can show means for each group and discuss what it means to rate oneself as studying a certain amount.

If students say they'd do better with more time, I give more time and they record each answer or change an answer done in the extra time. (So far, more time has rarely produced better scores.)

We then, by quiz 3, can proceed to more complicated reasons for good and bad performance (e.g. make each of four multiple choice items into T/F quick choices).

I, therefore, am using tests and test taking to teach psychology.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 200 mostly in large lecture classes
How long has the innovation been in effect? 13 years

Approximate amount of initial funding necessary to develop and try the innovation = $_______

Approximate amount needed each year to support ongoing project = $_______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ___________

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Freda Rebelsky
Title: Professor
Department: Psychology
Institution: Boston University
Address: Boston, Mass.

Telephone: (Area Code) Number: Extension:

OFFICE HOURS AND SEEING STUDENTS

All Fields

Every student must come to my office during the semester or he/she receives no grade. They can come just to say this is a lousy requirement. I found, early in teaching, that this enables everyone to know where my office is, when my hours are, and that I might be helpful. Otherwise, students who need help often don't come - they don't know they need help or they don't feel they can be helped, or they don't learn I can be helpful.

Funny side note: This device changes "psychological reality." Students think I have more office hours than most faculty, when in reality, I don't.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Anyone in my class

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 13 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Freda Rebelsky
Title: Prof.
Department: Psychology
Institution: B.U.
Address: 64 Cummington St., Boston, MA.

Telephone: (Area Code) Number: Extension:

All Fields

Students in all my classes are required to do many different things to show skills in content and process learned in my course: they get 1/2 credit for what they do best. I do this because I have discovered that everyone is not equally good in everything, that even writing an essay at home is only correlated very little with an essay on an exam, that dreaming up a research design is a different skill from multiple choice exam taking - and I'm not certain that one is better than another - just different. This gets at individual differences, which we supposedly understand in psychology.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Large classes, usually

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 13 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Freda Rebelsky
Title: Prof.
Department: Psychology
Institution: B.U.
Address: 64 Cummington St. Boston, MA

Telephone: (Area Code) Number: Extension:

USING TEACHING ASSISTANTS AND/OR FELLOWS TO MODEL BEHAVIORS FOR STUDENTS

I have used this in introductory psychology and developmental psychology, but it could be used in any large class.

During the first two weeks of class, any TFs or TAs I use interrupt my class with shouts, such as "talk slower", "put that name on the board", "I don't understand your data," "where could I check that finding?," "explain that again", etc. This seems to encourage the active participation by students. After the first week's lectures, I make it explicit that if students don't ask these questions, I'll not know that they don't know and that they have a responsibility to ask questions. The TAs' behavior encourages students' questions. I also do not answer, after or before class, any questions about tests, papers, etc., but ask the student to ask the question in class, because if he/she is confused, someone else is bound to be, too.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

ANY LARGE CLASS

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 13 years

Approximate amount of initial funding necessary to develop and try the innovation = $________

Approximate amount needed each year to support ongoing project = $________

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 32
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ____________

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Freda Rebelsky
Title: Professor
Department: Psychology
Institution: Boston University
Address: 64 Cummington St. Boston, Ma

Telephone: (Area Code) 617 Number: 353 Extension: 2585

LARGE GROUP, SMALL GROUP, AND INDIVIDUAL TREATMENT WITHIN A LARGE LECTURE COURSE

There were 80 students in this one-hour lecture format course. The lectures were given in a Lecture Hall, and often augmented by media presentations. The students had an individualized text, and had weekly testing on the material. There were labs that were a combination of review and growth groups; these consisted of fifteen students per group. Contractual grading was also a feature, with the grades A,B,C,X -- a non-punitive system.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 150

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 3

Number of senior majors in the department: ______ (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 600

Characteristics of Institution

☒ Public-~~City~~ County
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Lee J. Richmond
Title: Chairperson
Department: Social Science
Institution: Dundalk Community College
Address: Baltimore, MD

Telephone: (Area Code) 301 Number: 282-6700 Extension: 220

TEACHING PSYCHOLOGY MAJORS TO THINK LIKE SCIENTISTS: USING OPEN-ENDED QUESTIONS TO SHAPE PROBLEM-SOLVING BEHAVIOR IN UNDERGRADUATES

All Fields, although this procedure was developed in a course in the Psychology of Learning; it can be used with any subject matter.

Objectives: (1) to get the students to view data as information to be used. (2) to get the students used to the idea that their sources are selective and biased and that they can begin to deal with this by comparing sources, and (3) to get the students to compare data and ideas from various sections of the course.

The students' major assignments are "study questions," problems to be solved using several texts and the lecture material as sources. Eight to ten such questions, in sets of two or three, are given during a term; the students respond with what amounts to a short term paper for each set. The questions include references to specific pages in two or more texts and in the lecture-note handouts. They are deliberately drawn from material on which the sources disagree, or where the sources appear to be discussing unrelated phenomena. Early questions are broken into discrete steps, e.g. summarize what Source A has to say about the problem, summarize what Source B has to say about the problem, compare and contrast the two sources, draw and defend a conclusion. These steps become the "subprograms" for the next set of questions, where the discrete steps are more likely to be, e.g. use Sources A & B and discuss Topic #1, use Sources A & B and discuss Topic #2, describe the relationships between Topics #1 and #2, draw and support a conclusion. Later questions omit the individual steps, but still deal with problems where the source conflicts are fairly obvious; in the final questions, careful thought may be needed to state the nature of the problem as well as to answer it.

Feedback is provided in the form of the instructor's detailed comments on each answer. Comments are generally directed towards the student's analytic behavior, e.g. you have ignored this group of studies which seem to conflict with your conclusion, but don't ignore conflicts.

The procedure seems effective in terms of the gradual elimination of analysis errors over the course of the term. In other courses, the quality of papers done by students who have taken the Learning course tends to be above average. Student feedback is positive; students describe the course as "hard but useful." Students' performance on a multiple-choice exam developed for a more traditional course showed average retention of detail knowledge; however, the comparison was not well-controlled and should be considered merely suggestive.

A single instructor can use this procedure effectively with about 20-25 students. It is probably not applicable to larger classes unelss really competent assistants are available.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

One course in introductory psychology; one course in statistics (prerequisites would depend on the nature of the subject area used)

Number of students who participate in innovation per year: 70

How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ NA

Approximate amount needed each year to support ongoing project = $ NA

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **comparisons with non-innovation groups, as described in text; however, these are rough comparisons only**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 5

Number of senior majors in the department: 25 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 2200

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Ephraim I. Schechter, Ph.D**
Title: **Assoc. Professor**
Department: **Psychology**
Institution: **Univ. of Pittsburgh at Johnstown**
Address: **Johnstown, PA 15904**

Telephone: (Area Code) 814 Number: 266-5841 Extension: 282

MOTIVATIONAL, MASTERY AND PERSISTENCE BEHAVIOR AS A FUNCTION OF FREQUENCY OF TESTING IN INTRODUCTORY PSYCHOLOGY CLASSES: AN ALTERNATIVE TO PSI

Teaching and Testing Methods in All Fields of Undergraduate Psychology

Keller's PSI may work as well as it does because of frequency of testing; Meeker and Shupe presented evidence of this possibility at the Long Beach PSI conference in 1972. Meeker began using PSI and we compared it with my frequent testing system; the data are not very hard, since students were not assigned to the classes - professor and method are less important than day and time for more introductory students.

Since the standard PSI method is well known it will not be reviewed here; note, however, that it involves self-pacing, study guides, testing, peer consultation, and retesting until mastery is attained. The frequent testing method involved only publisher provided (Morgan and King) multiple choice quizzes, short group discussions, and lectures. The teaching objectives of both methods were to improve students' performance in the courses as measured by sustained interest, test performance, persistence in and completion of the course with positive attitude regarding the course and the method.

The frequent testing method involves instructing students to thoroughly study each week's chapter before the first class meeting of the week. e.g. in a class that meets for two two-hour blocks on Monday and Wednesday, the first test was a 10-question multiple choice quiz at the beginning of the Monday period. As soon as all students have finished the quiz, they meet to discuss the concepts and material covered in the questions; they meet in groups of 10-12 students (60 in the class) to go over the questions in detail. They are then told that their next quiz, in the last half hour of the Wednesday period, will have these same 10 questions plus 10 new ones. The groups meet after all answer sheets and tests are turned in; the questions are not available for the group discussions, which revolve around individual interpretation of the recalled questions and the concepts involved. Students share responsibility for interpreting questions and the author's presentation in the text. When there are disagreements other groups are consulted and if resolution is not reached at that level the question is dealt with afterwards by the whole class and the professor.

Lectures need not and usually do not relate directly to the material in the chapter except where concepts are not clearly presented. Lectures are intended to supplement the conceptual view-points with more recent, relevant, and interesting tangential information. Students repeatedly comment on the enjoyability of the lectures they can really listen to, rather than madly taking notes which inhibit the intellectualization of the information. Student attendance is not required for these lectures but over 80% attend regularly. Films are used where applicable with short instructor produced films being used more frequently. Three minute 80 mm films allow ample class time for discussion, unlike the longer, less relevant, commercial films.

During the 10-week quarter students take 10 ten-question quizzes and 20 twenty-question quizzes. The final may be cumulative or may be another chapter from the book depending on the instructor's perception of the course objective. When another chapter has been used and students are permitted to vote on taking the test, group, retest method, they vote to use the method learned even though it takes an extra hour over taking only the 20-point test. That is an important hour for them in finals week.

The final course grade is computed from the best 9 weeks with the lowest week grades being thrown out. Over the years about 10% of the students stand with the grade earned during the quarter and do not take the final. Students learn early that in this system they are not punished by taking extra tests, but always stand to improve overall grade. Frequent testing has about 5% drops, PSI 30%. Is everything but the testing in PSI superstitious behavior?

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
None

Number of students who participate in innovation per year: 300
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): drop rate from courses compared with PSI

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 75 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 9700

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Donald V. Shupe
Title: Assoc. Professor
Department: Behavioral Science
Institution: CA. State Polytechnic University, Pomona
Address: Pomona, CA 91767

Telephone: (Area Code) 714
Number: 598-4508
Extension:

REGIONAL INTERNSHIP: PSYCHOLOGY IN ACTION

All Fields

Active involvement in life and affairs beyond the limits of the college campus is increasingly becoming an important part of many college students' education. The Psychology Department provides an opportunity for selected students to receive college credits for various internships which provide such experience. The internships are usually pursued in the broader community of which the college is a part. Each internship is supervised by a sponsoring faculty member who makes explicit all conditions and requirement of the project. Most projects culminate in a scholarly paper. Two semester hours credit is earned in psychology.

Students during the past three years have pursued a variety of experience such as art therapy in a local state hospital; vocational evaluation aids for Goodwill Industries; child development resource aids for the Appalachian Regional Planning Agency; research assistants for local secondary education research funded by NSF; teaching assistants in schools for mentally retarded and the physically handicapped; and psyhological assistants at local comprehensive mental health centers, and other similar programs.

Students who have participated in these programs have brought renewed enthusiasm to their classroom participation and to their own learning and research program.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

12-15 hours of psychology

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☒ Other (specify): feedback from supervisors of students in placement settings

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5 1/2
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1050

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David R. Skeen, Ph.D
Title: Asst. Professor, Chairman
Department: Psychology
Institution: Muskingum College
Address: New Concord, OH 43762

Telephone: (Area Code) 614 Number: 826-8355 Extension:

EVALUATION BY USE OF "SMALL GROUP EXAMS"

All Fields

As class size increases, student classroom participation, student social contact, and student-instructor contact decrease. Faced with larger classes the writer frequently has resorted to small group techniques of instruction to achieve these advantages. Among the more successful has been the "small group exam". For this, the class is divided into groups of four or five students. These may be *ad hoc* groups or possibly better, continuing groups that participate in other class activities. The groups are told they are to work on the exam as a team and will be graded as a team. Other details are explained, questions answered, and each group given the same series of questions. Questions may be objective or essay, but should be challenging to the group's effort. During the exam, the instructor passes among the groups to answer questions. After a specific time, the written exams are collected and the questions discussed. Groups are asked to make a copy or notes of their answers for this discussion. As one might anticipate from studies of small group behavior, group members will support strongly their jointly arrived at answers. Discussions are extensive, sometimes heated, but always involve the active or attentive participation of all students. The "group exam" and the following discussion have important advantages in grading. First, the discussion amplifies and clarifies for the instructor the students answers to questions. Second, with only 1/4 to 1/5th as many exams more time is available for careful reading and evaluation. Formal student evaluation of this technique has been largely positive, both in terms of learning and stimulating interest. Initially, some apprehension was expressed in using group results to grade individuals; however, the use of individual evaluation seems to alleviate this fear. A useful method is to obtain peer evaluations for each small group member of his or her knowledge and contribution demonstrated in taking the exam.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 90
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $_______

Approximate amount needed each year to support ongoing project = $_______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 13
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David B.D. Smith
Title: Asst. Professor
Department: Human Factors
Institution: University of Southern California
Address: Los Angeles, CA 90007

Telephone: (Area Code) 213 Number: 746-7915 Extension:

LABOR SAVING MASTERY COURSE EXAMINATIONS WHICH TEST FOR CONCEPT ATTAINMENT RATHER THAN ROTE LEARNING

All Fields

Mastery course examinations must be easy to construct and grade due to the large number of exams administered to each student and the need for prompt feedback of results. Hence, the instructor may rely upon objective exam formats which test for rote learning. The short answer format described below saves labor and readily tests for concept attainment.

At exam time, the student is presented with two sheets of paper: the description sheet is comprised of short, novel descriptions of experimental and life situations illustrating basic principles of the unit being tested. A condensed description might read: "A dog gets a treat each time he jumps through a hoop." The question sheet contains items pertaining to this description; for example:

1. Find an example of an operant in the description provided.
2. What schedule of reinforcement is being used here?
3. What must be done to eliminate the operant? Be specific.

If the student does not achieve mastery on this first attempt, he/she will be provided with a duplicate question sheet and a new description sheet which is keyed to exactly the same questions; for example: "A small boy receives a treat every other time he attends to his father on command."

Although the questions are exactly the same for each description, the answers must be different. The same question sheet may be used for many descriptions. This insures that each alternative form of the exam for a particular unit will be exactly equivalent. Questions such as 1 and 2 above test for concept attainment in that students must differentiate between examples and non-examples of basic principles and terms in novel situations. Questions such as 3 above require the student to understand interrelations among key concepts.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 90
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: ______ (if applicable) approx. 100

Size of Institution
Total student enrollment in 1974-75 academic year: 800

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Milton L. Steinberg, Ph.D
Title: Asst. Professor
Department: Psychology
Institution: Marymount College
Address: Tarrytown, NY 10591

Telephone: (Area Code) 914 Number: 631-3200 Extension: 378

FILING OF EXAMINATIONS IN THE UNIVERSITY LIBRARY AS A MOTIVATIONAL DEVICE FOR STUDY

For the last two decades, ending with June 1, 1971, when I retired, I regularly filed all of my previously-administered multiple-choice examinations in the University Library. These examinations emphasized the comprehension of psychological concepts, presented in classroom discussions, textbook and supplementary readings. Several times attempts were made to determine the differences in performance between the students who were informed about the filing of the previous examinations (A) and those who were not informed (B). The conversations between the (A) and the (B) about the teaching device in the Library rendered useless the determination of the difference between the two groups. The increase in student motivation to study the previous examinations was remarkable. The librarians were frequently obligated to "rerun" the previous examinations to satisfy the demand, although it had been announced that a newly-constructed test would be administered at the next testing-period. The increased motivation to study the materials of the previous examinations undoubtedly led to an increase in student-performance and interest in the subject matter. No extra clerical help was necessary. The only extra burden on the instructor was the task of constructing new up-to-date tests at every examination period.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 20 years

Approximate amount of initial funding necessary to develop and try the innovation = $ --

Approximate amount needed each year to support ongoing project = $ ______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Increase in library usage

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 13
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 9500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Arthur J. Ter Keurst
Title: Professor
Department: Psychology
Institution: Central Missouri State University
Address: 303 Goodrich Drive
Warrensburg, Missouri 64093

Telephone: (Area Code) 816 Number: 747-6626 Extension:

ZIP CODE QUICK QUIZ CARD SELF-SCORING MULTIPLE-CHOICE TEST WITH IMMEDIATE KNOWLEDGE OF RESULTS

Any Subject Area

The quiz cards can be used with any multiple-choice tests such as those provided in instructors' manuals, test item files, or self-made. The cards are designed for forty 4-choice questions. The instructor is provided with an answer sheet showing the location of the letters concealed beneath the silver circles. The arrangement of the letters was determined by use of a table of random numbers. The instructor selects one of the four letters as the "correct" letter for the quiz. He then arranges his questions so that the correct choice of the four possible responses will be at the location of the pre-selected letter. The student reads the question, decides which of the four possible responses is the correct one. He then scrapes the surface of the silver circle with a coin, a key, or a fingernail, uncovering the hidden letter. If he finds the "correct" letter for that quiz, he knows that he has chosen the right answer. He gives himself 3 points for that question. If he did not get the right answer on the first try, he re-reads the question, makes a second choice. If he uncovered the "correct" letter on the second try he gives himself two points. He continues until he discovers the correct answer. The student totals his own score and knows immediately how he has done on each question and on the total quiz. He learned the correct answer if he did not know it previously. Of course, the instructor may use any scoring system he likes and may decide to allow only one attempt.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): **Graduate students**

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 300
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 8.00

Approximate amount needed each year to support ongoing project = $ .08/student/quiz

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2359

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Clarence Thurman, Ph.D**
Title: **Prof. of Psychology and Chairman, Dept. of Ed. and Psychology**
Department: **Education and Psychology**
Institution: **William Carey College**
Address: **Hattiesburg, MS 29401**

Telephone: (Area Code) 601 Number: 582-5051 Extension: 217

STUDENT SELECTED LEARNING IN AN ASSIGNED TEXTBOOK

All Fields

The students were told to underline the passages in their text that they thought were worthwhile learning. When it was time for a test, the students came by my office individually; I looked through the 2 or 3 chapters and asked questions about the material that was underlined; the student verbally answered about 20 questions (which is enough to give a grade of B-, B, or B+). The class size was about 15 students. The distribution of grades was similar to those obtained by the use of multiple-choice tests. The main benefit was the positive effect on the student's attitudes because their interests and needs were taken into consideration (which does not happen in most self-pacing systems, such as the Keller system). It was also pleasant for the instructor.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Any group of undergraduates**

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? ½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3½
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1400

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. William B. Turpin
Title: Associate Professor and Chairman
Department: Psychology
Institution: Meredith College
Address: Raleigh, NC

(I am no longer at Meredith College; my current address is 1819 Arlington St.
Raleigh, NC 27608)

Telephone: (Area Code) 919 Number: 834-7842 Extension:

A PERSONALIZED SYSTEM OF INSTRUCTION

All areas in Psychology

This system can be applied to all subject areas in Psychology. It involves stating the objectives to be learned in terms of performances. The major areas in the field are divided into chapters, each of which is further divided into an equal number of instructional goals. In some courses the material covering the goals is written and available while in other courses students are free to use whatever sources may be found. Testing for qualification in a chapter consists of answering a stated number of goals in short answer essays. These goals are chosen at random from the total number of goals in the chapter. In this way the student must prepare for the entire set of goals to be sure of passing the test. Tests are on a demand basis whereby the student can take them any time he feels he is ready. They are on a pass-fail basis. Certain chapters are designated by the instructor as mandatory and some are left for student selection. The grade depends on the number of chapters satisfactorily completed. Alternative methods of completing a chapter are also provided.

Evaluation of this method is accomplished by asking all students to complete an open ended questionnaire: "Things I liked about the course, things I disliked and suggestions for improvement." In addition, the instructor is evaluated using a Q sort instrument in order to detect and correct weaknesses in his performance. These two instruments are subjectively evaluated against each other to assess student reaction to the course. By far the greatest number have indicated satisfaction with the personalized approach.

It is interesting that the role of the instructor changes dramatically in this system. He becomes more of a consultant than a lecturer. Also, the students usually demand much more test time and less class time than is normally prescribed.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 360
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Teather evaluation by student Q sort

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 18
Number of senior majors in the department: 0 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5500

Characteristics of Institution

☒ Public- County
☐ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Richard G. Warga, Ed.D.**
Title: **Professor of Psychology**
Department: **Behavioral and Professional Sciences**
Institution: **Bucks County Community College**
Address: **Swamp Road, Newtown, PA 18940**

Telephone: (Area Code) **215** Number: **968-5861** Extension: **453**

USING AN ORAL RECITATION QUIZ TECHNIQUE IN DISCUSSION SECTIONS OF SOCIAL PSYCHOLOGY AND PSYCHOLOGY OF PERSONALITY COURSES

All fields

Students, randomly assigned to groups of three or four, prepare to orally respond to four discussion questions. The questions, with specific text or lecture topics, are presented to students a week before the oral recitation quiz (ORQ). Each student group sits around one of several small tables with a microphone. One student in each group will then volunteer to recite first, whereupon one of the four discussion questions is assigned by the instructor. Addressing the other two or three peers and speaking into the microphone, the student answers the question. Responding of up to twelve students occurs simultaneously on the (up to twelve) recitation stations. Evaluation of ORQ responses occur through: (1) peer assessment of the response; and (2) instructor sampling of the response. Total ORQ points include primarily an average of points received from the graders (instructor included) and points earned by student raters when they have graded a peer's response in a fashion similar to that of the instructor. A computer program is used to determine ORQ scores. With responses limited to 8 or 10 minutes, it is possible to administer an ORQ to up to 48 people in one period. Twelve microphones, ample cable, microphone mixers and several head sets were purchased for around $600 to construct the ORQ system. The ORQ technique has two objectives: (1) superior organization and recitation of material; and (2) an improved oral verbal facility. Both verbal reports (questionnaires) and formal exam performance data indicate that it produces superior academic performance.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 175
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 600

Approximate amount needed each year to support ongoing project = $ 30 (maintenance)

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10 2/3
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Joel D. West, Ph.D. and Harlyn D. Hamm, Ph.D.
Title:	Associate Professor of Psychology
Department:	Psychology Department
Institution:	Northern Michigan University
Address:	Marquette, Michigan 49855

Telephone: (Area Code)	Number:	Extension:
906	227-2935	

SEMINAR IN THE TEACHING OF PSYCHOLOGY

All psychology courses using undergraduate teaching assistants

The notion of students teaching students has aroused well-deserved attention in recent years, and I,like others, have used undergraduates to help teach undergraduates. I also have developed a teaching seminar for all undergraduate assistants in my psychology department. This seminar in the psychology of teaching has three principal purposes: (1) to provide models of experienced teaching for the undergraduate teacher: (2) to help both faculty and students become more reflective and better able to verbalize about teaching; and(3) to allow undergraduate assistants a forum in which to share problems, techniques and accomplishments.

Approximately 30-35 junior and senior concentrators enroll in the seminar each semester. They meet with me two hours a week. Theese students serve as assistants in such courses as general psychology, developmental psychology, and personality. Generally they lead their own discussion group.

The seminar format varies. We have some open discussions of issues like facilitating groups or grading papers, and instruction in running demonstrations (e.g., of operant conditioning). The main educational procedure, however, consists of discussing videotapes of faculty, graduate students, and some of the undergraduate TA's themselves. Generally a guest speaker briefly describes his/her teaching philosophy, then reviews with the class the videotape of his/her own teaching. The dynamics of having the teacher on tape and the teacher in person within the same seminar has created some exciting discussions. These tapes are being gathered into a tape library, where they can serve as recource materials for both students and faculty.

Undergraduate teaching assistants, like their graduate counterparts, are evaluated by the students in their discussion groups or the class in which they assist. The assistants also are encouraged to obtain ongoing feedback from their students, and to evaluate their own experiences both with their discussion group and in the seminar in weekly diaries submitted anonymously to me. The teaching seminar itself is evaluated as part of the regular undergraduate course evaluation process.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 70
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 150,00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

I am looking at relationships between personality, demographic, interest characteristics of undergraduate TA's and student evaluations aspects of the TA's performance.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 32
Number of senior majors in the department: 700 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 25,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): Modified trimester
possible to complete
16 units (4 courses)
during summer.

INNOVATOR DATA

Name: Kathleen M. White
Title: Assistant Professor
Department: Psychology
Institution: Boston University
Address: 64 Cummington St.
Boston Mass. 02215

Telephone: (Area Code) 617 Number: 353-2590 Extension:

FOUR TEACHING INNOVATIONS: STUDENT EXPERIMENT DESIGN, SELF STUDIES, GROUP STUDIES, AND "BUZZ" SESSIONS

Multiple Fields

1) In 1958, when I was suddenly confronted with the necessity of starting an experimental psychology course for the College of the Pacific, I hit upon the the following device:

a. Four weeks of general introduction (philosophy of science);
b. The designing of an experiment by each member of the class;
c. The presentation (and critique) of this design to the class - with the class doing the "critiquing;"
d. The carrying out of the experiment (broadly defined);
e. The presentation of results to the class, with a second critique by the class;
f. A final examination which consisted of each student taking an article from The Journal of Experimental Psychology (each student receiving a different article) for critique.

2) California state credentiality required a course in Mental Hygiene and I was asked to teach this. I immediately set out to design a course in personality with the focus upon adaptibility. About 1950 I hit upon the device of having students do a self-study. Each was given a code number and filled out an autobiographical study (52 pages of a questionnaire type which I called "A Psychological Guide to Self Understanding"). The Mental Hygiene requirement has long since passed (as the necessary course). I have found the same device a good one for the Psychology of Personality, however. All students took four personality tests which were included in the self study, and each was given a half hour interview following the book's evaluation. We no longer require the interview, but it is still available for those who wish it.

3) In Social Psychology I early developed the device (an outgrowth of some of R.C. Tryon's devices) of having each student do a field study of a small group (between 10 and 50 people - preference around 25 of which he was a member. There were three elements of this study:

a. A general, journalistic description of the group - as might be seen by casual observer or an unsophisticated member of the group.
b. A social or "demographic" analysis of the group-age composition, sex distribution, socio-economic orientation, etc.
c. A series of psychological "profiles" of members of the group - backgrounds of these individuals, interactions in the group, and hypotheses to explain their intra-group behavior.

4) As the college grew, so did my Introductory Class. When it began to approach 100 I hit upon the "buzz sessions" approach. The class would be broken into groups of five as we tackled each new topic. (I sought to introduce about 8 basic concepts in psychology - scientific method, the study of behavior, motivation, learning, perception, intelligence, personality, etc.). The groups were asked basic questions, as "what causes us to act?," and I circulated among the groups listening and raising questions. The groups then reported to the full class and a consensus was developed. Then the textbook assignment explaining the concept was read.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5,511

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. W. Edgar Gregory
Title: Psychologist and Professor of Psychology
Department: University of the Pacific
Institution:
Address: 976 West Mendocino
Stockton, California 95204

Telephone: (Area Code) 209 Number: 463-0982 Extension:

TAKING THE GUESSWORK OUT OF STUDYING FOR UNDERGRADUATE PSYCHOLOGY COURSES

General Psychology, Child Psychology (all introductory courses)

A goodly number of students new to the area of psychology do not know the gradient of importance for course content. As an instructor I feel that examinations are not guessing games. I want my students to have mastery over a number of different concepts in psychology (learning concepts, developmental concepts, etc.), which I feel are important. In order to do this, I , like others, give examinations composed of an equal number of multiple-choice and essay questions (each part worth 50%). The novel feature is that two weeks after the beginning of the term I give the students 15 (for example) essay questions worded exactly as they will appear on future examinations. The student then has plenty of time to learn about each question area during the term. In practice the instructor chooses 5 (for example) of those essay questions relevant to the areas covered to appear on the mid-term examination. (The students would not know which five essay questions would be asked until they take the examination.) Any student who has read the materials and studied can easily pass the essay part of the examination. The value of giving the students the questions beforehand lies in the fact that each student now has some in-depth knowledge about a number of concepts that at least one instructor and one textbook consider valuable. The multiple-choice part of the examination (the other 50%) reflects not only aspects of the essay questions but of the many other relevant topics discussed.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 90
How long has the innovation been in effect? ______ years
whenever I have been teaching

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year (Not teaching presently)
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ____________

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

when teaching

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Helen Ackerman
Title: Professor
Department:
Institution:
Address: 5921 Almond Terrace
Plantation, Florida 33317

Telephone: (Area Code) 305 Number: 581-4533 Extension:

THE MASTERY CLASSROOM: COMBINING THE MASTERY TESTING APPROACHOF PSI WITH THE GROUP-PACING AND ACTIVITIES OF THE TRADITIONAL CLASSROOM

General Psychology, Abnormal Psychology

The objectives were to promote a high level of mastery, encourage regular study and class attendance, and increase students' preferences for behaviors involving course material. The last 2 objectives should increase retention of material and the likelihood that students will continue to deal with it when the grading contingency ends. Methods included assigning a textbook chapter and specific study questions for each class, providing 2 to 3 testing opportunities for each chapter, and devoting half of each class session to testing plus feedback and the other half of most sessions to interest-generating activities such as films (35% of classes), lecture/discussions (35% of classes), and demonstrations (10% of classes). Courses met for two 75 minute sessions each week for 15 weeks. Most classes began with a second quiz of 10 multiple-choice questions on the previous assignment, followed by a comparable initial quiz on the assignment for the day. Every fifth class session began with an optional repeat test of 40 questions on the previous 4 chapters, followed by a test of 20 to 30 questions on classroom material and optional readings. (Since no second quiz was given on fourth chapters, 2 extra questions were included on their initial quizzes.) A comprehensive semester final was also given. Scoring and combining of scores was done by computer. Only scores of 6 or above counted on quizzes, but all test scores counted. Letter grades each covered a range of 7%, with 70% required for passing. Sections met both day and evening, and included students of all levels, majors, and ages.

The percent receiving grades of A, B, C, D, and F, or dropping the course after completing the first unit were 40, 29, 13, 5, 3, and 9 for the two 75 student General sections, and 30, 28, 19, 7, 0, and 16 for the 43 student Abnormal section. Class attendance, based on those taking initial quizzes, averaged over 90% in all 3 sections. Other faculty teaching General rated the low drop rate and high attendance as quite unusual, but comparable data were not available for other sections or courses. On the Kansas State U. questionnaire of teaching effectiveness, student ratings of both courses placed them in the upper 30% of courses (according to KSU norms) for gaining factual knowledge, learning fundamental principles, and improving thinking. The General students also placed it in the upper 30% of classes for increasing their positive attitude toward the field. Students rated the frequency of quizzes between "about right" and "slightly too many," movies as "about right," and they requested more demonstrations and lectures. These data suggest that the objectives were substantially realized and that the students perceived them and the methods for realizing them as worthwhile. The mastery classroom method is currently being used in other courses, with other schedules such as three 50 minute sessions each week and an 8 week summer semester, and by other faculty members in their General sections.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Drop rate, attendance

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 48 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: over 5,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David F. Barone
Title: Instructor in Psychology
Department: Division of Science
Institution: University of Wisconsin-Parkside
Address: Kenosha, WI 53140

Telephone: (Area Code) (414) Number: 553-2538 Extension:

INDEPENDENT STUDY AND SELF-DIRECTED LEARNING IN PSYCHOLOGY

Child Psychology, Social Psychology, Educational Psychology

Learners differ. They differ in what they want to learn, how they wish to learn, how quickly they learn, and how they desire to be evaluated. In addition, some students are just out of high school while others have advanced degrees. The traditional approach for all students to learn the same material at the same time is not responsive to the varying needs of students. Therefore, all psychology courses at Howard Community College have been designed to meet the needs of the majority of students but independent study and self-directed learning are encouraged. Ten to twenty percent of our students elect either independent study or self-directed learning. Students decide if they wish to work on their own. No personality tests or achievement criterion are used to screen students. The success rate (completion of the course) has moved from 50% to over 90% while the college success rate in all classes is around 70%.

The first day of class students are given behavioral objectives for the two or more options they may follow to complete the course. Generally, students participate in group discussions and view films during class time. However, students may select independent study which means that they use the behavioral objectives as stated for one of the options but do all of the work outside of class at their own rate. They are working independently of the class but meet the same objectives as students who attend class. Film guides and study guides for reading materials are available to students on independent study.

Students who decide that none of the planned options meet their needs can plan with the instructor and thus develop a course suited to their individual needs and interests. Some students plan only for two weeks at a time while others plan for the full term. Students can do observations off campus or be involved in a field experience in the community.

From my perspective, here are some of the important components for offering independent study and self-directed learning.

1. Students need to be able to select a structured course if they wish. Behavioral objectives and an overview of what is involved in each option must be ready for the first class.

2. Students who wish to work on their own need hints on how to get started. Individual conferences during the first week are important to indicate that the student will not be left alone but will have contact with the instructor.

3. Students who want less structure and more choices can select the self-directed learning approach. Library resources (print and nonprint) must be as available as possible. A tour of the library and some suggested materials to start with decrease anxiety and wasted time. Early in the course students need to be taught how to quickly and efficiently use library resources.

4. A specified format for reporting to the instructor must be understood and followed. Students should read what their responsibilities are prior to their conference with the instructor.

5. Agreements on what the student will be learning should be written. The instructor and the student each need a copy. Any changes in the agreement need to be made on both copies.

6. If field experiences are to be encouraged, the following needs to be done.

   a. Materials to teach the skills of observing and working with people.

   b. A list of agencies and opportunities for field work.

   c. A list of types of projects and related assignments.

   d. A list of readings which can be related to the field experience.

   e. Clear agreement on what will be accomplished in the field experience.

8. Support from the instructor for those who feel lonely working alone.

9. Opportunities for students working alone to share what they are doing and their concerns.

10. A clear description of what is expected from independent study and self-directed learning, guidelines for assignments, and explanation of the values to the learner. An 81 page "red" booklet to help students related to this final point has been developed and is available.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 30
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. James Bell
Title: Associate Professor
Department: Psychology
Institution: Howard Community College
Address: Columbia, Maryland 21044

Telephone: (Area Code) 301 Number: 730-8000 Extension: 49

BOOK OF THE WEEK COURSE: A DESIGN FOR MOTIVATING STUDENTS TO HELP ONE ANOTHER LEARN ABOUT DEVELOPMENTAL, PERSONALITY, SOCIAL AND ABNORMAL PSYCHOLOGY

Goals: To expose students to these fields by emphasizing their relevance to the real world. To help students use one another as resources for learning thus building their own confidence in their ability to understand complex concepts and phenomena. To help students then begin to see their world as a psychologist might see it. To expose a number of graduate students to variations in teaching and learning methods.

Design: The summary below was presented in some detail as a "contract" between the staff and students.

Weekly Tasks: Read an assigned segment of R. W. White Lives in Progress (2nd ed.). Read Book of Week: They were: The Child Buyer, Walden II (sections), When Prophecy Fails, A Separate Peace, The Stranger, Black Like Me, Psychoanalysis for Teachers and Parents, I Never Promised You A Rose Garden, and The Other America.

Each Monday there was a 20 item multiple choice test on all of course to that date, with major focus on recent materials and book of the week due on that date. Answers to test were given immediately. At end of class, each group of 4-5 students received the week's group task: two essay items, one on the content, the other on group development. One response per group, a two page essay per item was due on Friday and returned on following Monday. Graduate students served as: process observers-consultants for groups; readers of papers (on Saturday mornings). Papers were evaluated on format, writing, and content of answers.

Remainder of Monday class, Wednesdays, and Fridays were for lectures, films, large group discussions, occasional team building exercises. This was done in 1968 and not repeated. With 60 students and mostly volunteer graduate students, it was too much work. The book of the week idea and the team essays, however, have been used in other ways.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Introductory Psychology

Number of students who participate in innovation per year: 80+
How long has the innovation been in effect? - years

Approximate amount of initial funding necessary to develop and try the innovation = $600.00

Approximate amount needed each year to support ongoing project = $DK

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

Student opinions - highly positive - major complaints - very difficult, but rewarding, to learn to work with others; too much work.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 23,600

Characteristics of Institution

☒ Public-City
☒ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Leonard M. Lansky, Professor
Title: Professor
Department: Department of Psychology
Institution: University of Cincinnati
Address: Cincinnati, Ohio 45221

Telephone: (Area Code) 513
Number: 475-4680
475-4873
Extension:

USING FICTION TO TEACH PSYCHOLOGICAL CONCEPTS

General Psychology; Social Psychology

The short story is used here to assist the student in the discovery of a particular principle of behavior and to initiate the discussion of psychological theory or concepts. Fiction is also used to illustrate a particular theory or principle presented in lecture. In the social psychology course students write a paper in which some psychological theory is applied to a novel of their choice. Required reading in both courses (intro and social) includes novels such as The Terminal Man, In Cold Blood, The Confessions of Nat Turner, The Invisible Man, and The Ox-Bow Incident.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0.00

Approximate amount needed each year to support ongoing project = $0.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 75 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3300

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Martin Bolt
Title: Associate Professor
Department: Psychology
Institution: Calvin College
Address: Grand Rapids, Michigan 49506

Telephone: (Area Code) 616 Number: 949-4000 Extension: 2722

DEVELOPMENT OF CURRICULUM IN PSYCHOLOGICAL MEDICINE

Subject Area: General and Developmental Psychology

Within medical education curricula in the U.S., there is no well-defined psychology content; additionally, there is a dearth of textbooks written for medical students with regards to normal psychological development. Criticisms have been directed, by students, toward "irrelevant" teaching in this area. In order to partially remedy the problems of curriculum content definition, a study was made utilizing a national sample of practicing physicians as curricular "judges". Based on over 250 written replies and 50 follow-up contacts by phone, a course was designed which would meet the needs of physicians in training. Additionally, content deemed appropriate for preparation for licensing examinations was included.

Once the content was fairly well defined, an appropriate method of delivery had to be designed. While still evolving, the present course utilizes patient interviews, selected readings and handouts, lectures, films and discussions. Approximately 30 clock hours are dedicated to the growth and development of the person, and the primary emphasis in both instruction and examinations is on applied aspects of principles of human growth. At present, there is one instructor who delivers the course with the assistance of certain medical students who conduct "mini-lectures" on specific topics.

Evaluation of this course to date has been via student and clinical faculty feedback; reviews have been much more favorable than for coursework previously conducted along more "traditional" lines. No control groups have been possible; students generally view the material as relevant to their practice goals and as appropriate preparation for national examinations. Attendance has remained quite high and the students have performed credibly on both internal and external examinations. As with all courses, evaluation and modification based upon feedback are continuous.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Medical students**

Prerequisites for students who participate in innovation:
all medical students

Number of students who participate in innovation per year: 36-48
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 50.00

Approximate amount needed each year to support ongoing project = $ ---

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: NA (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 60

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **James G. Bouleger, Ph.D.**
Title: **Associate Professor, Associate Dean**
Department: **Behavioral Science**
Institution: **University of Minnesota, Duluth, School of Medicine**
Address: **2205 East 5th St.**
Duluth, Minnesota 55812

Telephone: (Area Code) 218 Number: 726-7571 Extension: 66

SELF-PACED, PERSONALIZED SYSTEM OF INSTRUCTION IN INTRODUCTORY PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

Introductory Psychology I and II and Educational Psychology

A PSI/Keller Plan/Mastery Program of self-paced individualized instruction is presently being used at Trenton State College in some sections of Introductory Psychology I and II and in Educational Psychology. In each Introductory Psychology course, a student is required to pass (at 80% or better) 12 multiple-choice exams and a final exam based on material in the text and programmed workbook. Each chapter exam also contains review items from previous chapters. Students are given immediate feedback by trained student-proctors, who score the paper and clarify any points of misunderstanding. Students may take any exam more than once, without penalty, to better their score. All exams are computer-generated, and ten alternate forms of each exam are available. Grades in PSI are determined primarily by exam grades, though a student may accumulate additional points by attending optional enrichment classes, by being subjects in experiments, or by completing other assignments. The PSI program in Educational Psychology is similar except that half of the assigned meeting times are set aside for optional enrichment classes. Study guides (educational objectives) are provided by the instructor. Grades in Educational Psychology are not dependent on test performance, but rather on the number and quality of additional reading assignments and classroom observations.

We have done extensive research comparing our program to traditional instruction. PSI Introductory Psychology students consistently scored higher on a common final examination which included both factual items and items requiring integrative responses. PSI students also scored higher on a test of retention of basic concepts given the following semester. PSI students have a slight advantage in terms of positive affect about the subject matter. PSI students report that they liked the experience very much, and some students reported that PSI improved their study habits.

PSI classes are large - about 60 students. Each proctor is assigned 7 to 10 students. The best students are asked to be proctors for the next semester, and are given course credit for the experience. The cost of generating the exams on the computer is minimal - less than $50/semester on an IBM 360. Use of the computer makes it easy to alter the item file. Cheating is nearly eliminated. The PSI method is particularly useful for courses in which the entering behavior of the students is quite variable. It allows less able students to repeat exams and to receive intensive tutoring, while more able students can complete the course quickly.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: c.1200/year
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $0 - $100/semester computer time
Approximate amount needed each year to support ongoing project = $100/semester computer time

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25
Number of senior majors in the department: c.100 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Nancy S. Breland and Dr. Marshall P. Smith
Title: Assistant Professor - Professor
Department: Psychology
Institution: Trenton State College
Address: Pennington Road
Trenton, New Jersey 08625

Telephone: (Area Code) 609 Number: 2485/6 Extension:

INDIVIDUALIZED OPPORTUNITY IN PSYCHOLOGY COURSES

General Psychology, Psychology of Adolescence, Applied Psychology, and Educational Psychology

The material in this course is presented in lecture and class discussion, but is also presented in a manner to afford the student an opportunity for individual effort. The student is given three assignments that involve a choice: (1) An oral report, brief, but expressing the student's own choice of topic. (2) A reading report; here, the student has freedom to choose his reading matter, as long as he does read, and reports on his reading. (3) A term report, more important than either (1) or (2); this gives the student an opportunity to do research and report on it. The student is asked to select his own topic within the confines of the course, although this can be very flexible. If the work done on this paper justifies it, the instructor can, and often does, waive the final examination.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 20-60
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Any amount Exxon would care to donate to Whitworth College

Approximate amount needed each year to support ongoing project = $______ The college has a rather desperate need for library materials, books and journals.

Evaluation done on innovation:

☐ Student opinion questionnaires none
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 150-200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban -- small city
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Zed H. Burns
Title: Professor of Education and Psychology
Department: Department of Education and Psychology
Institution: Whitworth College
Address: Brookhaven, Mississippi 39601

Telephone: (Area Code) Number: Extension:

VALUE, ATTITUDINAL AND MORAL CONFLICT, DEVELOPMENT, CLARIFICATION, AND RESPONSIBILITY: PROCESSES AND CONTENT FOR EDUCATORS, ADMINISTRATORS, REHABILITATION PEOPLE AND OTHER HEALING PROFESSIONS

Educational psychology (especially perception, learning, motivation, cognition), Educational philosophy and foundations, Developmental psychology, Social psychology, Mental health.

Objectives: Defining and discrimination of the meaning and morality together with related concepts and terms such as conscience, guilt, shame, belief, interest, attitude, etc. Individualized reading from personal extensive bibliography (4000 entries), and from personal "portable" library toward student input and application (for their classrooms or for the other indicated professions).

Methods: Value clarification approaches, conflict stories, films and film strips, discussion, role-playing, together with unique student inputs, sharing and applications.

Content: Defining values, morality and related terms; methods of value clarification; viewpoints of various researchers and theorists concerning moral and value development; levels of morality and valuing -- implications of these to education, and other related professions; steps in the processes of valuing; how people learn values -- value shifts, changes and consistency, together with implications to teaching, counseling, etc.; utilizing of conflict films concerning moral and value development; familiarization with instruments for measuring values, value shifts, changes, moral stages, etc. Number of students, etc.: Taught once or twice a year for 3 hours credit (graduate or undergraduate) with average class size of 15 students. One faculty member and one assistant (assistant impartially and carefully chosen).

Equipment: Personal bibliography, personal library, value conflict films and film strips, dittoed open-ended role-playing skits, dittoed models depicting possible value and moral processes, collected instruments for measurement of values and moral development levels. Evaluation of outcomes: Via anonymous student responses to open-ended instrument depicting strong points, weak points, suggestions and justifications thereto about content, processes, and resulting products of the course.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☒ Other (specify): Graduate

Prerequisites for students who participate in innovation: Junior standing

Number of students who participate in innovation per year: 30
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1,000

Approximate amount needed each year to support ongoing project = $500.00 (faculty salaries-$22,000)

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 18
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 29,123

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☒ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Robert E. Calmes
Title: Professor
Department: Educational Psychology, College of Education
Institution: University of Arizona
Address: College of Education
University of Arizona
Tucson, Arizona 85721

Telephone: (Area Code) 602 Number: 884-1429 Extension:

EXPERIENTIAL CURRICULUM IN PSYCHOLOGY AT A TWO YEAR COLLEGE

Experimental, Statistics, Human Development, and Independent Study

Each psychology course offered at this college, except Introductory Psychology, requires some form of laboratory participation. The primary objective of these laboratories is to provide some "real life" experience with some of the professional activities related to the course content.

1. In Experimental Psychology, labs provide experience with various different experimental designs (simple between groups, solomon four group, simple within subjects, intrasubject replication, latin square, etc.), different types of apparatus (operant conditioning chamber, mazes, activity wheels, reaction time, hand steadiness, etc.) and with different areas of research in Experimental Psychology (verbal learning, motivation, behavioral analysis, psychophysics, psychopharmacology, etc.). Students must also learn A.P.A. writing style and statistical tools of data analysis.
2. The Statistics labs require the actual collection of data from students on campus and analysis using various statistical techniques includirg 2 x 2 factorial analysis of variance, students t, chi square, Pearson's r, Wilcoxon, Mann-Whitney, Spearman RHO, Sandler's A, etc.
3. Human Development labs require students to serve as volunteers in some community setting such as the Social Services Department, local schools, day care centers, etc. Students must also meet each week with their instructor to discuss recent labs, to plan for future work and to assess the value of their experiences.
4. Labs in Independent Study are designed to help students learn how to locate the reference material necessary to write quality papers in psychology. At the beginning of the semester, each student selects any psychological topic of interest and then he or she spends the rest of the semester obtaining literature related to the chosen topic. Students must locate and obtain papers cited in textbooks, papers listed in proceedings of regional and national meetings, and papers indexed in psychological abstracts. They must also peruse APA monitor and American Psychologist for any relevant information. Grades are based upon the number and diversity of papers obtained and on a written term paper summarizing what they have learned about their chosen topic. At the end of the semester, they should be experts in one area in psychology.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100

Approximate amount needed each year to support ongoing project = $ 15

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: 7 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 300

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **F.M. Douglass IV**
Title: **Instructor**
Department: **Psychology**
Institution: **UWC-Richland**
Address: **Richland Center, WI 53581**

Telephone: (Area Code) 608 Number: 647-6186 Extension: 56

1. PSI IN PSYCHOLOGY AT HILO COLLEGE

2. COMPUTER SUPPORT OF PSI

1. Introductory Psychology; Statistical Techniques; Social Psychology; Adjustment Basic Methodology; Advanced Methodology; Teaching Psychology.
2. Computer programs described below support courses in psychology as well as other departments on campus.

1. The objective of the program is to individualize and personalize selected courses in psychology with a PSI or Unit-Mastery format. Introductory Psychology uses the PLUMS system of Unit-Mastery instruction published by Scott-Foresman and utilizes advanced undergraduate tutors; Statistical Techniques uses the ILS materials and course assistants; Social Psychology uses the McGinnies text with Stalling's Unit-Mastery materials and a peer-proctoring system; Adjustment focuses on college adjustment with materials written by B. Higa & C. Higa of Hilo College and utilizes course assistants; and the Basic and Advanced Methodology are being developed by four faculty members in one-credit modules for implementation in Spring, 1976. The courses enroll approximately 650 students yearly and utilize 30 tutors enrolled in the Teaching Psychology course, 4 undergraduate course assistants, and peer-proctoring procedures. For the introductory courses, we have a campus quiz and tutorial center (shared with other departments) which is staffed by three materials supervisors and a variable number of tutors. Advanced courses use course assistants and/or peer proctors. Evaluation has included student and faculty questionnaires (consistently favorable) and experimental comparisons of different quizzing methods, tutoring systems, and bonus point procedures; as well as the interdisciplinary generalization of Unit-Mastery study skills. Courses are supported in varying degrees by the computer programs described below.

2. Objectives of the computer support programs are to provide systematic and standardized (yet flexible) generation of tests, evaluation of items, summaries of student progress and data for course evaluation. Use of the computer programs has also reduced cheating problems and stimulated faculty interest in, and use of, PSI. Student quizzes are taken on specially printed IBM cards which provide a data base for course monitoring and improvement. Each instructor is provided with weekly progress reports summarizing student performance on unit quizzes, and end-of-course evaluative information.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
students: No prerequisites
tutors: minimum of A grade in course for which student is tutoring; interview with instructor

Number of students who participate in innovation per year: 650
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $500(1)
$1000(2)

Approximate amount needed each year to support ongoing project = $7500(1)
$15,000 (2)

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Measures of student performance in different PSI formats

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1700

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Jerry L. Johnson
Title: Associate Professor
Department: Psychology
Institution: University of Hawaii Hilo College
Address: P.O. Box 1357
Hilo, Hawaii 96720

Telephone: (Area Code) 808 Number: 961-9439 Extension:

UNIVERSITY LEARNING CENTER

Interdisciplinary Studies

The University Learning Center is a self-contained unit with a small number of students, teachers, and faculty. Approximately 3000 square feet of comfortably furnished space provides a basic area for study, meetings with students and faculty, and informal interactions between students and teachers over school work.

The University Learning Center stresses knowledge as an on-going part of the student's life, whose quality comes from its thrust and direction as well as from its content. Instruction is individualized and self-powered, based on informal interactions between faculty and teachers and students. Educational resources include the four faculty who help with long-range and broad issues surrounding the student's learning, six teachers who are available for specific and regular assistance; resource centers which provide textual materials; faculty consultants outside of the University Learning Center who guide students' work in specialized fields. A home base group, composed of up to 12 students, led by a faculty member, is the students' primary social and intellectual base. Academic accomplishment is evaluated from a journal, a continous account by the student of his learning. There are few limitations to content areas that can be studied other than the students' own interests, persistence, and willingness to actively seek consultation and instruction.

The University Learning Center awards a B.A. in Interdisciplinary Studies.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Must meet University admission requirements; departmental interview recommended

Number of students who participate in innovation per year: 102 **(this includes both University Learning Center students and students under the old Psychology Learning Center Program)**

How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $350,000

Approximate amount needed each year to support ongoing project = $ 135,000

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☒ Other (specify): **Academic content**
  Historical and demographic

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 29 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,800

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☐ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☐ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Charles B. Ferster, Ph.D.**
Title: **Director, University Learning Center**
Department: **University Learning Center**
Institution: **The American University**
Address: **Massachusetts and Nebraska Avenues, NW**
Washington, D.C. 20016

Telephone: (Area Code) 202 Number: 686-2339 Extension:

COORDINATED (INTERDEPARTMENTAL) SEMINAR

SUPPLEMENTARY WEEKLY SEMINAR FOR STUDENTS SIMULTANEOUSLY ENROLLED IN THE INTRODUCTORY COURSES IN PSYCHOLOGY AND BIOLOGY

Psychology and Biology

Students enrolled in the regular Psychology and Biology courses are invited to add a 1-credit weekly seminar meeting under the direction of faculty members representing both fields. Enrollment limited to 15. Students in the group are assigned adjoining space in the "Center" dormitory and a common set of student and faculty advisers. (Because these are freshmen this is easily done in the initial room assignments.)

Similar cross-disciplinary seminars in other paried subject-areas determine room assignmnets for other groups of freshmen in the Center - the whole forming a more than normally cohesive social-academic unit.

Topics available for exploration are reviewed in early meetings followed by selection of specific themes and topics and division of responsibilities among students for development and presentation, with faculty members as advisors.

Library research, field observation and planned experimental approaches are used. Topics and lines of investigation are largely student-determined. Faculty members direct attention to available materials, applicable methodology.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

(Corequisites rather than prerequites): Student must elect, in the same semester, introductory courses in Psychology and Biology

Number of students who participate in innovation per year: 6-15

How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 6

Number of senior majors in the department: 20 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 1600

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Center for Coordinated Study (student-faculty grouping)**
Title:
Department: **E. Parker Johnson, Director, C.C.S. (Administrator of Program)**
Institution: **Colby College**
Address: **Waterville, Maine 04901**

Telephone: (Area Code) 207 Number: 873-1131 Extension: 236

HUMANIZING MASTERY LEARNING WITHOUT PARAPROFESSIONAL ASSISTANCE

Introductory and Developmental Psychology but suitable for other areas

A year ago I first used Mastery Learning rigidly. I divided the text into twelve sections and wrote fifty study objectives for each section. I next wrote a multiple-choice question for each of the fifty objectives, scrambled the order, and used this for the test-retest. This format allowed only one day for discussion of the objectives but by the end of the term the classes showed an average of 93% mastery of the 600 objectives. Student gains rose from 41% (with 25% chance) on the pretest to 84% on the posttest. I was able to award 4.0 grades to almost two-thirds of the class for mastering an average of 96% of the material. Student response to a questionaire showed that they felt they worked much harder, learned much more, and, if they were teachers, would themselves employ a Mastery Approach. A small number of students criticized the approach as being cold and of demanding rote memorization.

To help offset the charge of excessive memorization I have rewritten the objectives, making them broader in scope and so hopefully demanding understanding. I have further rewritten many of the test questions to determine the student's ability to apply principles and understand concepts. And finally, the retest now differs from the test in the order of the questions and in the order of the multiple-choice answers, thereby removing a mnemonic device.

In an attempt to personalize the approach, I decreased the number of unit sections from twelve to ten which permits two days of discussion before each period of testing. Student reaction indicates that the change was worthwhile.

Northwestern Michigan College is a small community college. Volunteer student proctors proved too unreliable and we have neither the funds nor the graduate assistants to offer much help. However by careful organization I have been able to check the tests and record and post the questions missed at the end of the testing hour. My class size averages thirty students but I've been able to successfully grade up to fifty students.

A final humanizing effect is that I can guarantee all students a passing grade if they make an honest effort. I believe that the passing grade is an honest one since 90% is passing and through the discrete use of Incompletes, students who would otherwise fail can objectively prove to me that they have indeed mastered 90% of the material, though it might be during the following term.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
None. The innovations are for use in my General Psychology and Developmental courses

Number of students who participate in innovation per year: 350
How long has the innovation been in effect? one years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0.00

Approximate amount needed each year to support ongoing project = $ 0.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: three
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2200

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Francis J. Kullman
Title: Instructor
Department: Social Science
Institution: Northwestern Michigan College
Address: Traverse City, Mich. 49684

Telephone: (Area Code) 616 Number: 946-5650 Extension: 215

Introductory Psychology
Statistics
Various Other Fields

The personalized system of instruction as described by F.S. Keller, is a self-paced, mastery based system, which employs advanced undergraduate proctors to administer and grade the quizzes which are used to assess mastery. The content of the course is divided into relatively small units which the students must master in sequence. Alternate test forms are available for use if mastery is not achieved on the initial testing. In this manner, the tests serve as diagnostic aids, and have no aversive consequences since units are retaken until mastered. Lectures and demonstrations are irregularly given, and serve as motivational devices rather than as instruments of information transmission.

The instructional staff generally consists of a faculty member, one graduate student who is in charge of record keeping and oversees the proctors, and the undergraduate proctors who are responsible for test administration and grading. Typically, one proctor is responsible for 10-12 students.

Evaluation of the personalized system of instruction in terms of both outcomes and ratings, has indicated that the system results in both better performance and retention than comparable lecture courses.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 400
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $2400

Approximate amount needed each year to support ongoing project = $2400

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 600 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Gerald Lachter
Title: Associate Professor
Department: Psychology
Institution: C.W. Post College
Address: Greenvale, N.Y. 11548

Telephone: (Area Code) 516 Number: 299-2377 Extension:

EASTERN ILLINOIS UNIVERSITY OFFERS TWO OPTIONS TO PSYCHOLOGY MAJORS: I SCIENTIFIC AND II PARAPROFESSIONAL TRAINING CURRICULUM

In order to meet the needs of all students interested in psychology, the department offers two sequences of courses. Option I: the "Scientific" sequence of traditional courses is designed to prepare undergraduates for competitive graduate schools with a scientific focus. Small honors classes are planned to optimize learning and provide close contact with research-oriented faculty, so that the student can undertake research at the BA level.

Option II: the "Paraprofessional" sequence of courses is to prepare undergraduates for human service jobs at the BA-level or for applied MA-level graduate programs. Most psychology majors do not become researchers; therefore, we are trying to realistically prepare persons to work as Mental Health Workers, Crisis Intervention counselors, Welfare and Rehabilitation Counselors, nursery school teachers, high school psychology teachers, Corrections Counselors, nursing home attendents, and so on.

All majors must take three courses:

Psychology: 2310 - Introductory Psychology - 3
2340 - Advanced Introductory - 3
3601 - Psychological Measurement - 3
9
Then, they choose one of the options listed below . . 23 semester hours
Total . . 32 semester hours

I. Scientific: 2610 - Statistics
on 3810 - Experimental Psychology: Learning
3820 - Experimental Psychology: Perception
plus 15 elective hours in Psychology

II. Paraprofessional:
3270 - Abnormal Psychology
3590 - Theories of Personality
3800 - Research Methods
4840 - The Clinical Psychologist
plus 10 elective hours from:
3501 - Child Psychology
3520 - Adolescent Psychology
3540 - Maturity and Old Age
3550 - Mental Hygiene
4750 - Psychology of Exceptional Child
4850 - Psychological Intervention
3600 - Sociology-social work
3500 - Health Education-human sexuality
4800 - Health Education-drugs
4840 -- Home Econ.-disadvantaged family

Because of the minimal and flexible requirements for a BA in Psychology, Junior college transfer students with an AA degree should have no difficulty graduating in two years. Indeed, many students elect to take both scientific and paraprofessional courses.

The department plans to further improve its paraprofessional option with more "skills" courses and practicum experience. such as Basic Helping Skills, Behavior Modification, Group Facilitation, Behavior Therapy, Humanistic Psychology, Transactional Analysis and other insight approaches.

Within 2-3 years, we expect over 200 students in the Paraprofessional option and over 100 students in the Scientific option. It is possible to get a teaching certificate and, thus, have the option of teaching personally applied psychology courses in the public schools. The deparment plans to evaluate the effectiveness of each course and the outcome of both options by GRE's and assessment of relevant skills.

For more information and an exchange of ideas, please write or call.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none, open to any major.

Number of students who participate in innovation per year: 300+
How long has the innovation been in effect? 0 years

Approximate amount of initial funding necessary to develop and try the innovation = $none extra

Approximate amount needed each year to support ongoing project = $none extra, except expansion of faculty

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): GRE in senior year and each course will be evaluated.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: 90 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trime[illegible] ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Psychology Department (Clayton E Ladd)
Title: Chairman and Professor
Department: Psychology
Institution: Eastern Illinois University
Address: Charleston, IL 61920

Telephone: (Area Code) 217 Number: 581-2127 Extension:

USING DICTATED NOTES TO TEACH PSYCHOLOGY TO COMMUNITY COLLEGE STUDENTS WITH LIMITED LITERACY

General and Developmental Psychology

The aim is to develop and assess a teaching technique which will overcome the widespread literacy limitations of inner city community college students, whose note-taking skills are especially faulty.

The instructor first covers the usual lecture material (which is not in and of itself innovative.) Next, he or she extracts the kernel of each major subtopic and provides it in the form of word-by-word dictation. Help with spelling, definitions and word-derivations is provided.

Pre-and post-testing of comparable "experimental" and "control" groups needs to be conducted and analyzed.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

They should be limited in literacy skills, e.g., "open-enrollment" community college students.

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $500
Approximate amount needed each year to support ongoing project = $500

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 35 (10 in psychology)
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 17,000

Characteristics of Institution

☒ Public-City (joint funding)
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral
Associate Bachelor's degree programs
☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Fredric B. Nalven**
Title: **Associate Professor**
Department: **Social Science**
Institution: **New York City Community College**
Address: **300 Jay Street**
Brooklyn, N.Y. 11201

Telephone: (Area Code) 212 Number: 643-3654 Extension:

UNDERGRADUATE FIELD WORK PROGRAM IN LOCAL COMMUNITY SETTINGS: PROJECT OUTREACH

General introductory psychology, and specifically, developmental, community, clinical, organizational and social psychology fields; participant observation method.

A 2-credit course which may be taken 3 times designed for all undergraduates regardless of major.

Program consists of 40 different projects in the areas of mental health, education, criminal justice, personal growth, community organizations, child care, geriatrics retardation, physical disabilities, juvenile delinquencey and hospitals.

Students read about the semester's offerings, indicate their preferences, undergo interviews and then are placed in a project. Approximately 800 students enroll each semester.

Students spend 4hours/week in the field setting; 1 hour/week in discussion sessions; plus other meetings. Requirements vary among projects but usually include writing a log of experiences, taking responsibility for a session, preparing reports, etc. Films, guest speakers, video tapes, field trips are utilized heavily.

Students work in groups, guided by more experienced students serving as leaders. These leaders are trained by Outreach staff.

Supervision is provided both in the setting by the field liasion and on campus by director of Project Outreach, Shula Reinharz. Each project is headed by a coordinator who is an advanced undergraduate or graduate student. Turnover occurs every two semesters.

Administration, planning, evaluation, liaison work with the community is responsibility of Outreach staff for whom this is an educational experiment in organization. The 10 staff members are teaching assistants or temporary employees of the psychology department.

Students report satisfaction and claim to have learned a great deal. They enjoy assuming responsibility for their project and tackling the difficult ethical issues that arise in their settings.

The course is not graded, however an unsatisfactory performance results in "no credit". A $10.00 lab fee is charged to cover all unusual costs, e.g. transportation.

All placements are local; all commitments are for at least one semester (4 months). Community response is overwhelmingly receptive.

Large scale research projects completed or in progress include: student satisfaction, student attitude change, and Outreach-agency linkages.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): All students are welcome to apply

Prerequisites for students who participate in innovation:
Introductory psychology or equivalent

Number of students who participate in innovation per year: 2000 plus
How long has the innovation been in effect? 9 years

Approximate amount of initial funding necessary to develop and try the innovation = $?

Approximate amount needed each year to support ongoing project = $ One faculty member plus funds for for teaching assts. ($20,00/semester) plus transportation, sec. salary, supplies etc.

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Student attitude change.
Examination of mutual perception of project coordinators and field placement liaison.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Shula Reinharz
Title: Lecturer, Dept. of Psychology, Director, Projest Outreach
Department: Dept. of Psychology
Institution: University of Michigan
Address: 554 Thompson St.
Ann Arbor, Michigan 48104

Telephone: (Area Code) 313 Number: 764- 9188 or 764- 9279 Extension:

FULL TIME FIELD WORK PROGRAM INTEGRATED WITH CLASSROOM LEARNING: PROJECT OUTREACH SPRING INTERNSHIP

Adolescence, Deviance, Institutions

This innovative program is designed to deal with an 8-week block of time in which students can do full-time intensive rather than extensive work in field settings. May and June 1975 is the pilot run of the program.

The theme "adolescents in stress situations" was selected on the basis of student interest.

For the pilot run, we limited the program to 15 students, each with previous field work experience and familiarity with subject matter. Students were selected on the basis of an interview which asked for responses to characteristic situations which students would encounter. Five different settings are participating in the intership-special education classes, unit of a general hospital, a unit of a psychiatric hospital, a reform school and a family group home (halfway house). Each student selects three settings. Students work in groups in the setting, supervised by an advanced student who accompanies groups to the field.

The eight staff members include administrative, field placement, and academic directors, and five supervisors, one for each setting. The staff planned the entire program with the guidance of Shula Reinharz, member of the psychology department faculty.

Staff and students meet for two 2-hour seminars per week in which readings are discussed, films shown, lectures presented by staff and guest speakers. An additional weekly seminar is for students to share experiences in the five settings. Each placement group meets weekly for review and planning of the field work. Students also have individual conferences with supervisors on a weekly basis.

The focus is on a comparative analysis of adolescents in the various settings. Supervisors bring an interdisciplinary perspective.

Students develop a contract with the academic director as to the nature of the final product each person will submit.

Evaluation is ongoing and will be completed during July and August after completion of the program.

"Internship" implies intensive, supervised field experience but does not employ pre-professional training.

Placement personnel cooperated in devising roles for the students in the field. The placements were already affiliated with another program, Project Outreach, and therefore easily accessible to the new Spring Intership.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: Students are selected on the basis of previous experience and familiarity with subject matter; class standing and major are not admissions criteria.

Number of students who participate in innovation per year: 15 in pilot run in program, and 8 staff
How long has the innovation been in effect? ______ years members who are also students.

Approximate amount of initial funding necessary to develop and try the innovation = $ 3200 for temporary
Approximate amount needed each year to support ongoing project = $______ staff plus time of salaried
Estimate that continutation costs will be slightly lower staff member
Evaluation done on innovation: than start costs; future costs will also depend on size of
program

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Ongoing evaluation feedback from students; post-program evaluation by field personnel; composite program evaluation

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):
4-4-4 (2-2)

INNOVATOR DATA

Name: Shula Reinharz
Title: Lecturer
Department: Psychology
Institution: University of Michigan
Address: 554 Thompson Avenue
Ann Arbor, Michigan 48104

Telephone: (Area Code) 313 Number: 764-9188
764-9279
Extension:

AN AUDIO-VISUAL COURSE ON PERCEPTION AND THE PRACTITIONER FOR SELF-PACED AND GROUP INSTRUCTIONAL SETTINGS

Perception; Special Education; Child Development

The tape-filmstrip series developed for this course consists of ten taped lectures ranging from approximately 20 to 45 minutes in length, and 972 illustrative frames. The material is divided into six major sections: (1) Introduction to Perception and Sensation; (2) Measurement; (3) Visual Perception; (4) Perceptual Learning; (5) Sensory Interaction; and (6) Perceptual and Perceptual-motor training. The purposes of the course are to: 1. introduce students in psychology, education, and related fields to some basic concepts, theories, and research in perception; 2. help students think about some unanswered questions about basic perceptual processes; 3. help students think critically about present educational procedures; and 4. make some very tentative "suggestions" about appropriate stimulus conditions for learning situations.

At the beginning of the course, each student is given a pretest and a set of notes containing outlines of the taped lectures, study questions, and lists of references. After studying and viewing the material in each section, each student takes a unit test with objective and short essay items and corrects the test from answer keys. Alternative forms of each unit test are provided for students who do not reach the criterion negotiated at the beginning of the course. In self-paced individualized learning situations, the amount of time students spent on the course ranged from 11 to 85 hours, with a mean of 34.37 hours (N=30). In addition to individualized learning settings, the course materials have been used in group classes in child development and learning disabilities. When the course materials have provided the core content for a group course on "perception and the practitioner," students have applied their knowledge in field experiments or experiences.

During their development, the course materials were revised based on feedback from university and state college instructors and undergraduate and beginning graduate students in psychology and education. The course has also been evaluated extensively in both individualized and group settings, and data have been gathered on various factors including references most frequently used by students, and final exam performance as a function of time spent on the course, number of unit tests taken, and instructor-imposed vs. student-imposed unit test criterion. Currently, the course developer is using the materials in a non-traditional competence-based state college, serving adult students who have had at least two years of college. The course is available to all students on an independent study basis. The materials are housed in an A-V room, and after registering for the course, each student is shown how to operate the equipment by a secretary. The secretary also administers the pretest and gives the student the set of notes, unit tests, and answer keys. Although most students complete the course entirely on their own at their own pace, students having specific content questions contact the instructor by telephone. In this particular educational setting, students who most frequently sign up for the course are working in day care or preschool environments.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Most students have had introductory psychology; many have had work experience in education and human service related fields.

Number of students who participate in innovation per year: varies; has ranged from 10-200.
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $425.00

Approximate amount needed each year to support ongoing project = $10.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Nine evaluation studies were done using all or selected portions of the course materials in self-paced or group settings on students in various academic programs. See also previous narrative description.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: College has no Departments.
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Susan T. Rydell
Title:	Dean, Minneapolis Learning Center
Department:	
Institution:	Minnesota Metropolitan State College
Address:	IDS Concourse 717 Nicollet Mall Minneapolis, MN 55402

Telephone: (Area Code) 612 Number: 338-8767 Extension:

APPLICATION OF LINEAR MODELS AND DIAGRAMS TO SIMPLIFY AND CLARIFY PSYCHOLOGICAL THEORIES AND PSYCHOLOGICAL INTERACTIONS IN GENERAL PSYCHOLOGY, ABNORMAL PSYCHOLOGY, ADOLESCENT PSYCHOLOGY AND PSYCHOLOGY OF PERSONALITY

General Psychology, personality, abnormal psychology and adolescent psychology

Objective: To diagram and chart complex theories of personality and psychological interaction through a series of models which are all inclusive of the theory but as drawings to enable the students to grasp relationships readily and visualize new relationships.

Method: Students are shown basic models on the blackboard, then encouraged to read up on the theory being discussed and in individualized study projects they finally submit their drawings of how they conceptualize relationships in theories under discussion, and how it helped them understand and visualize new relationships. Students get to explain their models and why they see the relationships they do, and this enables feed-back from other students. Finally all the submitted models for each theory are combined with student help into a master model which endeavors to incorporate everybody's contribution.

Content: Consist of basic written material in textbook on personality or dysfunctional theory under consideration and then through drawings on paper we relate form (structure) and functional (behavior) relationships.

Number of Students Involved: Standard size class.

Assistants and Faculty involved: Optional.

Equipment: Early stages of project requires blackboard, and advanced stages might benefit from slide projector.

Evaluation: Students enjoy mastering complex theories and student evaluations have been favorable.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☒ Honors Students
- ☒ Other (specify): exchange students

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 50
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100.

Approximate amount needed each year to support ongoing project = $ 150

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☒ Other (specify): Publication of findings forthcoming

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 40
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 15,000

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☒ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☑ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Frank K. Schmidt, Ph.D.
Title: Adjunct Professor
Department: Psychology and continuing education
Institution: The Pennsylvania State University
Address: Smith Building -- Altoona Campus
Altoonam, PA

Telephone: (Area Code) 814 Number: 443-3443 Extension:

AN EXPERIENTIAL APPROACH TO THE STUDY OF CREATIVITY

General Psychology and Creativity

A bidisciplinary course on creativity for senior level undergraduates was taught in two parts by a psychology instructor and an art instructor. The students were primarily psychology or art majors. The first part was a ten week independent reading section and the second part was a ten week workshop section. During the reading course, the instructors met with the students as a group on three occasions to discuss the readings and plan for the workshop sessions which would follow.

The first workshop or experiential session, arranged by the instructors required the students to construct something out of a pile of about 100 large cardboard boxes. Students could either work individually or in small groups. No advice or suggestions were given and the only tools provided were utility knives, masking tape, black paint, white paint and brushes. All workshop experiences involved unusual activities, which minimized the usefulness of traditional artistic skills, virtually eliminated competitiveness, and encouraged inventive, unusual thinking and productions. For example, subsequent sessions involved: inventing new purposes for common household objects; modern dance; and 8' x 8' group painting with each student assigned only one color; a self sculpture in clay, while blindfolded; inventing a musical instrument and creative music; sculpture with aluminum foil; and improvisation and role playing of social situations. Also, in one session, the instructors had students answer questions drawn from several tests of creativity and from recent research on creativity.

The workshop activities were conducted during a two hour interval one morning each week. Students were required to write a brief reaction paper for each activity. They turned it in two days later, when the class met for discussion. After the first session, a group of two or three students volunteered to plan and conduct subsequent workshops. In addition to the workshop activities, students were required to create an independent project, to be presented to the class at the end of the term. These projects were all interesting and highly creative, suggesting a great deal of thought, effort and personal involvement. A final paper was also required, summarizing the students' experiences and evaluating the course.

The course was intended to focus upon the individual and to heighten awareness of one's potential for creative expression. Through feedback and discussion at the end of the course, it was clear that this objective was met. Most students felt a considerable increase in self esteem and confidence and many voluntarily involved themselves in a variety of outside activities of a creative nature (e.g. observing nature, participation in yoga or meditation, designing a model home, joining a children's theater group, etc.). A secondary objective, the achievement of a greater philosophical and/or scientific understanding of creativity was probably not met. The requirements and structure of the course made it difficult to fulfill this objective, as well as our primary objective. Separating the experiential and academic aspects seems appropriate, but both instructors felt that the academic portion would work best following the experiential portion--and should probably have more rigorous requirements, such as exams and several papers, rather than having it be essentially voluntary with only class discussion required. The grading which was on a pass/fail basis for both portions of the course was considered appropriate, particularly for the experiential portion.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 20

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100.00

Approximate amount needed each year to support ongoing project = $ 100.00

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Verbal Feedback from the participants

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 6

Number of senior majors in the department: 50 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 1700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Leon J. Schofield**	**Nobuyuki Hadeishi**
Title:	**Asst. Professor**	**Asst. Professor**
Department:	**Psychology Dept.**	**Art Dept.**
Institution:	**Hobart & William Smith College**	**Hobart & William Smith Colleges**
Address:	**Geneva, New York 14456**	**Geneva, New York 14456**

Telephone: (Area Code)	Number:	Extension:
315	789-5500	346

AN EXPERIMENTAL ANALYSIS OF CONTINGENCY-MANAGED, INDIVIDUALIZED, COMPETENCY-BASED, AND PERSONALIZED SYSTEMS OF INSTRUCTION

Developmental and Child Psychology, Behavior Analysis, Nutrition, Basic Statistics, Parental Aspects of Parenting, University and College Instruction, Environmental Education, Graduate Training

The Department of Human Development at the University of Kansas vigorously pursues research in a variety of innovative instructional strategies for both undergraduate and graduate students. The objectives of this research include a comparison of alternate systems with traditional methods of instruction and identification of critical features of contingency-managed, individualized, competency-based and personalized systems of instruction. The emphasis is on common features of these instructional systems which contribute to improved student learning and high levels of student satisfaction. Another major area of interest is in facilitating concept formation, generalization, and other higher-order cognitive objectives. Results of several outcome studies are available from George Semb.

Research and innovation occur in several courses listed below. The instructor's name and approximate yearly enrollments are shown in parentheses: Introductory Child Behavior and Development (George Semb, N=1,700), Introductory Nutrition (Marie Cross, N=300), Principles of Everyday Behavior Analysis (Keith Miller, N=300), Principles and Procedures of Behavior Modification (James Sherman and Montrose Wolf, N=200), Practical Aspects of Parenting (Bill Hopkins, N=80), Basic Statistics (George Semb and Kathi Kirigin, N=40).

The graduate program in the Department of Human Development is based on an individualized, competency-based system of instruction. Commonly referred to as a junior-colleague model of graduate training, the program involves some 25 faculty and 175 graduate students. The program is administered by Dr. Frances D. Horowitz, Chairman.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

A basic course in intro psych is required in the catalogue, although the requirement is frequently waived.

Number of students who participate in innovation per year: 1600
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $2000

Approximate amount needed each year to support ongoing project = $1000

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Component analysis of main features of competency-based, individualized and personalized systems of instruction

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25
Number of senior majors in the department: 250 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. George Semb
Title: Associate Professor
Department: Human Development
Institution: University of Kansas
Address: Lawrence, KS 66045

Telephone: (Area Code) 913 Number: 864-4049 Extension:

THE USE OF UNDERGRADUATE ASSISTANTS IN VARIOUS PSYCHOLOGY COURSES

General Psychology, Statistics

Undergraduate students who had previously taken the course were selected as assistants for courses in Introductory Psychology and in Statistics. About 45 students were enrolled in the various courses and from three to five assistants were selected for each. The assistants were assigned an office in the psychology department and were available for consultation several hours per week. In all courses students were permitted, but not required, to rewrite quizzes and examinations, and the assistants administered these rewrites and a discussion of the results. Based on frequency of contact between students and assistants the innovation was judged successful for the statistics courses, but not for the introductory courses as there was very little usage. For all courses there was very little contact in the provided offices other than that for rewrites, but the assistants for the statistics courses found that there was very high usage whenever they made themselves available in library or dormitory study areas.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☐ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Students must have completed a course similar to the one in which they will assist. They must also enroll for an Independent Study course for which they receive 1 full-course credit.

Number of students who participate in innovation per year: 6

How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Frequency of contact between students and assistants.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 35

Number of senior majors in the department: 120 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 13500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): **Full Year**

INNOVATOR DATA

Name: **Ronald L. Sheese**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **York University**
Address: **4700 Keele Street**
Downsview, Ontario

Telephone: (Area Code) **416** Number: **667-2592** Extension:

PRINCIPLES OF BEHAVIORAL SELF-MODIFICATION:
AN INNOVATIVE PSYCHOLOGY COURSE

Subject Areas. Learning; behavior modification; personality adjustment; etc.

Description of Course and Structure. This course considers basic principles of behavioral psychology and how they may be adapted for self-application to develop desired behavioral skills or eliminate maladaptive behaviors. Students' attempts at self-administration of behavioral procedures provide a constructive learning framework for the mastery and appraisal of the underlying principles. The course accommodates 50-60 students, and requires only introductory psychology as preparation.

In addition to formal lectures and basic required readings for the entire class, students are directed in the formulation, execution, and evaluation of self-modification projects with a view toward identifying and analyzing the strengths and weaknesses of the underlying theories. Each student participates in one of three specialized discussion sections of his/her choice which focus upon the behavioral self-management of either habit responses (e.g., improve study habits; lose weight; increase systematic exercise), phobic reactions (e.g., test anxiety; fear of insects; public speaking anxiety), or social effectiveness skills (e.g., improve skills related to social involvement or interpersonal assertion). Within the context of their specialized sections, students are provided with training manuals which include sequenced material concerning basic principles, procedures, and recording forms for assessing and changing their selected target behaviors. At the conclusion of the course, each student prepares a self-modification project report which includes a detailed description of the target behavior, the measurement procedures employed, the self-modification methods used, behavioral and subjective data for the entire period, analysis of results in terms of effective and ineffective features of the self-modification methods, and implications of results in terms of strengths and weaknesses of theories underlying the self-modification methods.

Grades in the course are based primarily upon the self-modification project report, a final examination, and section participation, though the actual degree of success or failure of a student's self-modification attempt does not in any way influence the course grade.

Objectives of the Course. Objectives include helping the student to: (a) learn certain basic principles and procedures of behavioral psychology which are relevant to changing behavior in three areas: habit responses, phobic reactions, and social effectiveness skills; (b) conduct a self-modification project employing one system of procedures to modify a specific target behavior, which includes learning to measure and monitor the behavior as well as change it; and (c) analyze the results of the self-modification project in terms of effective and ineffective features of the methods, and consider the implications of these results for assessing the validity of the underlying theories.

Evaluation of the Course. In addition to course evaluations and student interest, which indicate that the course has been very well received, the initial project provided for behavioral and subjective measurement of the effects of students' self-modification efforts in a counterbalanced research design with between-person and within-person controls -- and the results have been very encouraging. For example, behavioral improvements were significantly greater for habit-management students than for controls on each of three habit responses, as indicated by measures of academic performance, weight loss, and cardiovascular physical fitness. Likewise, behavioral and subjective measures indicated that improvements in their target behaviors were significantly greater for phobic-management students, and for social effectiveness students, than for their respective controls.

Additional Information. Additional information concerning the self-modification training materials, and the results of the initial research investigation, may be obtained by writing Dr. A. Robert Sherman, Department of Psychology, University of California, Santa Barbara, California 93106.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **A course in introductory psychology.**

Number of students who participate in innovation per year: 50-60

How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ **The project was developed within a research framework through the support of a $33,321.00 grant from the Exxon Education Foundation.**

Approximate amount needed each year to support ongoing project = $ **Continuation of the course itself (without research objectives) requires only some graduate teaching assistance and access to videotape apparatus.**

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Behavioral and subjective measurement of the effects of students' self-modification efforts in a counterbalanced research design providing for between-person and within-person controls.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: 250 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. A. Robert Sherman**
Title: **Assistant Professor**
Department: **Department of Psychology**
Institution: **University of California**
Address: **Santa Barbara, California 93106**

Telephone: (Area Code) (805) Number: 961-3534 Extension:

STUDENTS DEVELOP PERSONALIZED CONTRACTS FOR GRADES IN INTRODUCTORY PSYCHOLOGY: UNDERGRADUATE TEACHING ASSISTANTS USED

Introductory Psychology; Human Development

Each student chooses from a wide selection of possible activities some combination which will qualify for the grade desired. Activities may include: writing a short paper on a topic announced weekly in class; taking the Student Manual practice tests; completing the Student Manual study program; conducting self-selected Action Projects outlined in the Student Manual; designing and conducting an original action project; writing exam items for use on class exams; writing article reports or book reports. (Note: these contract choices rely heavily on the Student Manual which accompanies Understanding Human Behavior by McConnell) To qualify for the intended grade B and A students must average 80% or higher on class exams; C students 70%.

Undergraduate teaching assistants log in the work as it is turned in, are encouraged to write comments and give constructive criticism. They monitor individual progress closely and are easily available as resources. The TA effectiveness is highest when they are Seniors who earned A's in psychology. It would not be possible to handle the high volume of work turned in each week without using Teaching Assistants.

Evaluation: Compared to the traditional distribution of grades for a class graded on a curve, last term's class of 91 students received these grades;

A = 41   B = 27   C = 18   D = 2   W = 2   Inc. = 1

Student feedback: Liked Best - freedom, lack of competition
Liked Least - had to work too hard to get an A,
not enough direct contact with instructor

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $ –

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Lawrence Al Siebert, Ph.D
Title:	Lecturer
Department:	Psychology
Institution:	Good Samaritan Hospital School of Nursing
Address:	Portland, OR 97207

Telephone: (Area Code) 503 Number: 285-1226 Extension:

AN INTERDISCIPLINARY APPROACH TO PSYCHOLOGY AND RELIGION

General Psychology and Religion

Explorations in Psychology and Religion (Psy-Rel 6073) was offered for the first time during the January term in 1975. Classes met every weekday for three weeks, for 2:45 hours. Students (about 30) earned 3 credit hours.

The objective of the course was to help students achieve a better perspective on the relationship between religion and psychology. The title of the course was chosen to reflect the idea that it was not a traditional psychology of religion course: instead of a psychology professor lecturing on the psychology of religion, two professors, one from the Religion Department and one from the Psychology Department, were present in the class during every session. The students witnessed and participated in an ongoing dialogue between a representative of religion and a representative of psychology concerning the interface of religion and psychology. The psychology of religion was discussed as well as the way in which the religionist views psychology, but the course was not one on the psychology of religion, pastoral counseling, or "the place of psychology in religion". Rather, the meaning and the implications of two modes of knowledge was the theme of the course. The topics covered included fundamental concepts in psychology, religion, science, and philosophy; the psychological roots of religion; religion and mental health; meditation and altered states of consciousness; religious conversion; and the relationship of religion and parapsychology. The mode of instruction included "minilectures" by the instructors, extended answers to student questions, class discussions and discussions in smaller groups and unrehearsed dialogues between the two instructors, the main innovative feature of the course.

During the first class session students wrote an essay presenting their current understanding of the relationship between psychology and religion. At the completion of the essay they were told that at the end of the course they will be asked to write the same essay again and that time it was expected that the second essay would reflect the understanding of the relationship that they had gained as a result of taking the course. At the end of each week students turned in a summary of the material discussed in class and the topics covered in their outside readings. Fulfilling these requirements led to a pass grade. To earn a letter grade a student had to turn in additional work in the form of two or more papers on topics selected from a list supplied by the instructors or one of their own choosing. Each instructor graded the reports, papers, and essays submitted by students from his own department.

Students turned in anonymous course evaluations at the completion of the course. The praise was unanimous, including statements of this having been the "best course" they had ever had, although it was very easy to see that the course was going extremely well from the very beginning; the attendance was almost perfect, interest and involvement level the highest ever witnessed by either instructor. Invariably cited as the significant factors in the success of the course were its unique features: two instructors, the spontaneous dialogues between them, and their ability to talk to each other about their respective fields without antagonism.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: ?
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 125 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5857

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Leonard Zusne
Title: Professor of Psychology
Department: Psychology
Institution: University of Tulsa
Address: Tulsa, Oklahoma 74104

Telephone: (Area Code) 918 Number: 939-6351 Extension: 249

INCREASING SELF-DIRECTED LEARNING SKILLS THROUGH INTRODUCTORY PSYCHOLOGY

General psychology

One major problem experienced as our campus developed and implemented self-paced courses has been student inability to master the skills and develop the attitudes required. Perhaps the standard curriculum with its emphasis on passive learning, fixed examination dates, and lock-step progress has taught attitudes and study habits which are counterproductive to self-paced instruction. We have had high non-completion rates and student avoidance of self-paced courses from their inception three years ago. During the current academic year, our department has been operating under a CSUC Innovation Fund grant to use the Introductory Psychology course as a laboratory for the development of the skills, attitudes, and expectations needed if students are to be successful learners in our upper-division courses requiring self-pacing. The Introductory course was designed to combine both breadth and depth in specific areas of psychology through the combined use of a regular introductory text and a series of eight specially designed learning packages which explore in depth eight topics in psychology chosen for their interest value and designed for active student involvement, rather than passive reading experiences. The topics are Aggression, Biofeedback, Comparative Psychopathology, Creativity, Information Processing, Need for Achievement, Piaget, and Psychodrama. Each package was designed to be used at any time during the quarter. Early in the quarter, all assignments are done in the traditional classroom-based manner, with lectures or demonstrations and a written quiz during class hours. Gradually, week-by-week, demands are introduced for out-of-class, self-scheduled exposure to laboratory materials, for oral examinations administered by student proctors on demand, and for student choice concerning the order and timing of exercises. Terminal behavior approximates quite closely the format of upper-division, self-paced courses. Data collected with each package provide the basis for ongoing evaluation of the materials and structures employed and allow an overall evaluation of the success of this program to shape self-pacing skills. Evaluation data over two offerings of the course have been highly positive, with about two-thirds of the students indicating an increase in self-directed learning skills and an overwhelming majority expressing highly favorable comments toward the learning units, their formats, oral testing, and the entire course.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: None.

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? one years

Approximate amount of initial funding necessary to develop and try the innovation = $10,000.

Approximate amount needed each year to support ongoing project = $ 3/student (printing costs)

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2350 FTE

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Mary J. Allen
Title: Assistant Professor
Department: Psychology
Institution: Calif. State College, Bakersfield
Address: 9001 Stockdale Hwy.
Bakersfield, California 93309

Telephone: (Area Code) 805 Number: 833-2375 Extension: -

"INTRODUCTION TO PSYCHOLOGY" - COURSE FOR ADULTS BASED UPON THE PERSONALIZED SYSTEM OF INSTRUCTION

Introduction to Psychology - Overview of the Basic Principles of Psychology

The course will be aimed at Adult Learners from the Greater Tuscaloosa area. It will be taught using the five (5) distinct features of the Personalized System of Instruction: (1) student determines own rate of progress; (2) course material is divided into small successive units; (3) lectures/demonstrations are motivating devices; (4) all critical information is provided in writing; and (5) unit tests are evaluated by proctors.

Potential enrollees may include, among others, such diverse groups as homemakers, nurses, secretaries, factory workers, retired persons, law enforcement personnel, hospital aides, etc. Albeit, the focus of the course will be on the Adult Learner who is not pursuing a full-time academic program. Students may pursue three (3) credits or a non-credit option.

A "Quiz Room" will be set aside at the Continuing Education Center on The University of Alabama campus. If five or more persons enroll who work together in a particular institution or agency, a "Quiz Room" will be conveniently set-up at their place of employment. A paid Psychology Proctor will be available to score mastery unit tests.

Thirteen (13) unit mastery quizzes (ILS materials) will count 50% towards final grade. Two (2) "summary" exams will count 15% each towards grade. An "enrichment exercise" will count 20% which will be a "contract" written in coordination with the course staff. Lectures/demonstrations will be held each Thursday night conducted by psychologists from the community and University faculty. These lectures/demonstrations will follow the weekly schedule of course units. Heavy emphasis will be placed on films and other media. All students will be instructed and strongly encouraged to use the University library facilities.

The course staff will include: Administrative Course Manager (M.A., Psychology); Content Course Manager (Ph.D., Clinical Psychology); and two Psychology Proctors (junior level psychology majors). The Department of Psychology must approve the course format before implementation. The Division of Continuing Education will collect all fees and totally administer the program.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): **adults from the community**

Prerequisites for students who participate in innovation:

Adults from the Greater Tuscaloosa (Alabama) community

Number of students who participate in innovation per year: **planned for 35**
How long has the innovation been in effect? ______ years **planned for implementation in Jan. 1976**

Approximate amount of initial funding necessary to develop and try the innovation = $ **0**

Approximate amount needed each year to support ongoing project = $ **2100.00**

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **to be developed**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: **14,000**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Peter P. Balsamo**
Title: **Coordinator of Continuing Education in Human Services**
Department: **Division of Continuing Education**
Institution: **The University of Alabama**
Address: **P.O. Box 2967**
University, Alabama 35486

Telephone: (Area Code)	Number:	Extension:
205	348-6300	--

A BEGINNING COURSE FOR PSYCHOLOGY MAJORS, EDUCATION MAJORS, AND OTHER TRANSFER STUDENTS

Advanced General Psychology

Advanced General Psychology is a one semester, 3 credit course for students who wish a more scientific introduction to psychology than is offered in General Psychology. The course is different in three major ways: (1) emphasis is placed on learning how to think like a psychologist; (2) emphasis is placed on learning how to be an independent learner, and (3) the course was designed according to Professor Bela Benathy's systems model (*Instructional Systems*, 1968). The success rate (A, B, C, and I grades made up to A, B, or C) of 57% is lower than the college success rate of 70%. Students drop the course primarily during the second week of the semester. The lower success rate is primarily due to the large amount of individual study expected outside of class time compared to other courses in the college. All students who have completed the course earned an A grade and have given the course high ratings on evaluation forms used throughout the college.

Students are exposed to the breadth of psychology through articles and films. A film guide which includes a summary of the film, discussion questions, a behavioral objective, and a supplementary reading list, is used. Class time is used for group discussion and for individual help. Most of the students' time is spent on learning about the nature of psychology by concentrating on a few topics in depth, such as psychological research methods, learning, intelligence, social psychology, and mental illness.

The in-depth study on selected topics is used to teach students to start thinking like a psychologist. Students learn about the nature of psychological facts and principles, the different views on the value of theories, the strengths and weaknesses of various psychological research methods, and the controversies which abound in all fields of psychology which are so often covered over in beginning psychology textbooks. Students are taught to critically evaluate secondary psychological sources by analyzing sources for poor definitions and weak evidence, inaccurate reporting of primary sources, and the drawing of invalid conclusions.

Students taking the course are used to traditional instructor-centered education. Consequently, the beginning units are highly structured by the instructor while the final two units are structured by the individual student. In the early parts of the course students are taught those skills necessary to be an independent learner. Students learn how to choose appropriate topics for study; how how to find library information quickly and thoroughly; how to scan, skim, and closely read; how to critically evaluate; how to form their own views on issues; and how to use proper psychological form for written work. Toward the end of the course students are given practice in applying the knowledge and skills they have learned.

The course is divided into 10 units. Each unit has several behavioral objectives to guide the student's learning. Students have a choice as to how they will learn each behavioral objective. Successful completion of the course involves mastering each behavioral objective. Unit 1 involves learning to scan, skim, and closely read *Psychology: What's In It for Us?* by Andrews and Karlins through a highly structured study guide. Unit 2 involves practice in finding library sources quickly and efficiently. The third unit on learning involves a programmed study guide built on the SQ3R method of study for use with Reese' *The Analysis of Human Operant Behavior*. Unit 4 focuses on research methods and used Doherty and Shemberg's *Asking Questions About Behavior* along with an instructor written booklet on how psychologists get their facts. Students can learn how to do a naturalistic observation study or read further on the experimental method. Unit 5 on critical evaluation is based on instructor produced materials as is the sixth unit on scientific writing. Unit 7 allows the student to read non-technical articles on some of the major issues throughout the field of psychology or view films on the application of psychological concepts. Unit 8 puts the student into the middle of two controversies, black-white intelligence comparisons and the effects of punishment, and asks the student to make sense out of the conflicting views and evidence he encounters. The final two units are student planned both as to objectives and ways of meeting the objectives.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 1 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. James Bell
Title: Associate Professor
Department: Psychology
Institution: Howard Community College
Address: Columbia, Maryland 21044

Telephone: (Area Code) 301 Number: 730-8000 Extension: 49

USING A MODIFIED KELLER SYSTEM IN TEACHING GENERAL PSYCHOLOGY

I. Introduction: The teaching of General Psychology in small classes was the traditional method at Central Conneticut State College. In the fall semester of 1972, circumstances necessitated the formation of two large group sections. Based on familiarty with Kellers' individualized system of large group instruction, the opportunity was taken to develop a modified plan for use in these classes.

II. Rationale and Objectives: The individualized system of large group instruction was originally utilized as a means of meeting an emergency situation in staffing, by which large numbers of students could be instructed successfully by a fewer number of instructors. While this situation was forced at the onset, the rationale became an accepted one, since it enables one faculty member to conduct the instruction of 400-500 general psychology students each semester. In addition, it was considered that this plan could also make effective use of student proctors as in the Keller system.

The general objectives to be attained through use of this plan were as follows:

1. To provide an effective learning situation for large groups.
2. To individualize the instructional and learning situation so that students could progress according to their own abilities and interests.
3. To take advantage of appropriate learning principles.
4. To provide opportunities for undergraduate majors to gain pratical experience in the utilization of their psychological knowledge and skills.
5. To economize on general psychology instructor staff.

III. Organization of the Course: The course is individualized, allowing the student to progress at his own pace. Psychological principles of learning help maximize each student's capacity to gain a basic understanding in the field of psychology.

The material to be studied is based on individual learning including:

1. Testing
2. Immediate reinforcement (on the spot report of test results)
3. Course divided into manageable units and modules
4. Self-pacing recognizing individual learning rates

The content of the course is divided into 13 units. These units are to be undertaken in sequential order and the student must show mastery of each unit by passing a unit test (90% correct). Points are accumulated for each test mastered.

Lectures and films are available on an elective basis. Students accumulate points by taking a quiz at the end of each lecture/film module. A maximum of 10 points for each quiz may be obtained and added to the total.

IV. Use of Proctors: At the outset it was felt that upper division majors would be capable of serving as proctors to assist in organization and administraion. All proctors are volunteers and usually serve for one semester. Their "pay-off" is in semester hours of credit, and they can sign up for 1,2, or 3 hours. They are expected to work with students on projects and special activities, operate the film series, and administer tests. They are required to meet periodically with the instructor to feed back information on the course and student reaction and to discuss procedures. They must maintain informal logs of their activities and present a final paper relating their experiences, problems, and successes and proposals for future operations. Performance of proctors, following a 4 to 6 week "shake-down" period, has been excellent to superior.

V. Course Evaluation: An evaluation of the course by students is conducted each semester. The results are highly positive both in terms of student interest and progress in learning. A few of the more important items are given below:

1. Did course stimulate your interest in Psychology? (93% yes - 7% no)
2. How would you describe the work load? (18% difficult-78% reasonable-3% too easy)
3. How would you evaluate "individual learning"? (94% good to excellent - 6% poor)
4. How would you rate this course over-all? (91% good to excellent - 6% fair - 2% poor)

Student progress has shown approximately 12% early completion, and approximately *% withdrawal. Under the criterion-based, "master" grading system, 38% attain A's, 36% attain B's, 21% C's, and 5% fail.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☐ Sophomores
- ☐ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:
Registration for general psychology -- freshmen volunteer upper division majors

Number of students who participate in innovation per year: 800-1000 plust 20-30 proctors
How long has the innovation been in effect? 2½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: 70 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7000 day students

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Earl Bihlmeyer
Title: Chairman
Department: Psychology
Institution: Central Connecticut State College
Address: New Britain, Connecticut 06050

Telephone: (Area Code) 203 Number: 225-7481 Extension: 302

UNDERGRADUATE STUDENT-LED DISCUSSION GROUPS

General Psychology

Objective: to improve advanced undergraduates' mastery of general psychology by leading small discussion groups in that course.

Method: Discussion leaders took a preparatory seminar the semester prior to the one in which they served as discussion leaders. Then they led discussion groups which met one hour a week in place of a third hour of lecture in general psychology; in that semester they also met one hour a week with the teacher of general psychology to go over problems encountered in leading the discussions. Contents discussed in discussion groups were selected by students and their leaders from a list of applied and basic topics. Four faculty members, 32 discussion leaders and approximately 700 general psychology students participated in a study of outcomes of the procedure in the general psychology course. This outcome study was to demonstrate to the college faculty that the use of student-led discussion groups would not be detrimental for the students in general psychology.

Outcome: There was no demonstrable effect of student-led discussions on objective test performance, teacher-ratings, and course-ratings, based on comparisons between sections using student-led discussions and sections not using them. The only attribute of the discussion leaders which was related to ratings of discussion leaders was the leader's GPA; leaders with GPA's less than or equal to 1.5 (halfway between a B and a C) were rated more poorly than others on sensitivity, stimulation, leadership, and general quality of their discussions.

For further information, see: On the Use of Student-Led Discussion Groups, The Educational Forum, 1975, 39, 223-230.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

It is now: B average GPA, and completion of General Psychology

Number of students who participate in innovation per year: 50-400
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: 120 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Bruce Bloxom**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Vanderbilt University**
Address: **134 Wesley Hall, Nashville, TN 37240**

Telephone: (Area Code) **615** Number: **322-2874** Extension:

AN END-TERM PROJECT INVOLVING THE APPLICATION OF PRINCIPLES OF GENERAL PSYCHOLOGY TO THE ANALYSIS OF EVERYDAY EVENTS

General Psychology

The purpose of this project is to require that the student demonstrate his mastery of the principles of general psychology by applying them to an analysis and explanation of incidents gathered by him from his daily experiences.

The student is instructed to prepare a diary during the first half of the semester in which he records detailed descriptions of incidents he has witnessed or heard about or read about which he regards as noteworthy because they are dramatic, curious, puzzling, or simply interesting to him.

At that point in the semester when the student has become acquainted with the principles of learning and motivation, and with the various personality theories, he is instructed to prepare an explanatory analysis of the material he has been recording in his diary. He is told that he may attempt a motivational analysis of his material, an analysis using the concepts and principles of learning, a Freudian analysis, a Rogerian analysis, or an analysis using any other formal psychological system he deems appropriate. He is encouraged to undertake alternative formulations of the same incidents using all of these approaches, or as many of them as he regards appropriate. Should he encounter any difficulty in working out his formulation, he is encouraged to consult, as often as necessary, with the instructor. Projects completed before the end of the semester are reviewed in class.

Informal feedback from students in a number of sections indicates that they invariably find this project to be more instructive, challenging, and relevant than any other project assigned by this instructor previously.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 350
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Informal interview of students.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 33
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 9,000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Dr. Myron Brender
Title:	Assistant Professor
Department:	Behavioral Sciences
Institution:	Kingsborough Community College, CUNY
Address:	2001 Oriental Boulevard, Brooklyn, N. Y. 11235

Telephone: (Area Code) 212 Number: 769-9200 Extension: 380

MASTERY, TEST SECURITY, AND BY-OBJECTIVE FEEDBACK IN A LARGE INTRODUCTORY PSYCHOLOGY COURSE

General Psychology

In adopting Keller's PSI approach to large classes test security may well become a serious problem. With 50 to 100 student proctors administering and grading tests, the probability of the distribution of tests through inappropriate informal channels is high. With the tests generally available, students are likely to learn specific responses and consequently less able to generalize.

To help maintain test security, tests are given via syncronized tape recorder and 35 mm carousel slide projectors in a testing center. A student in the testing center merely presses a button to activate the recorder which in turn advances the projector. Then a stop pulse on the tape deactivates the recorder until the student presses the button again. The next item then appears. Student number 1 might get items 1,3,7,8,9,12 etc. and student number 2, with a different tape, get items2,4,5,7,9,13 etc. Two 40 item pools each with three different numbering sequences have been developed for each unit. In addition 24 different tape patterns are available. Consequently over 100 different forms of a quiz are available on any given unit at any time. If open about 35 hours per week, twenty-four testing stations can adequately accomodate about 400 students.

Students using the individualized testing center approach (WVI) could test when they were ready, as often as necessary, and were required to master (at least 14 out of 15 correct) each unit before going on. Students not using the testing center were allowed two tries on unit tests at regularly scheduled class times. Students in both approaches were given by-objective feedback, i.e., told how many items they missed on a particular objective. On a 60 item comprehensive final examination the mean performance on WVI was 51.76 compared to 45.63 for WVG. The standard deviations were 3.74 and 5.97 respectively. The smaller SD for WVI indicates that students in WVI were much less different from each other on the final exam than those in WVG. One likely cause of this reduced variance is that WVG requires those students to master the units who would otherwise be content to learn much less, i.e., the "gentlemen's C." That this was largely the case was demonstrated by defining "good" and "poor" students on the basis of a median split on GPA and comparing their performance on the final exam:

WVI		WVG	
"Good" students	53.30(88.83%)	"Good" students	49.78(82.96%)
"Poor" students	50.37(83.96%)	"Poor" students	41.65(69.42%)

These data clearly indicate that the below median students in WVG performed much poorer on the final than the below median students in WVI (14.54 percentage points poorer). In addition there was considerably less difference in WVI "good" and "poor" students than in WVG.

Within WVI comparisons were made to assess the value of student tutors. A no-tutoring section, an optional-tutoring section, and a required-tutoring section were compared. No differences in final exams performance occurred.

In addition during a summer session of 1974 tutoring over actual test items missed was compared to a no-tutoring situation in which students were merely told how many items they missed on a particular behavioral objective (by-objective feedback). Again no difference in performance on the final exam occurred. All of these data suggest that in Keller's plan the mastery requirement seems to be the most significant variable.

In large multisections courses the bookkeeping task is often very substantial. In a mastery course in which the average number of tests taken is 40, bookkeeping can be engulfing. Consequently we are instituting the use of IBM Porta Punch devices and preperforated IBM cards as "answer sheets". Using these as direct card input the instructors gradebook will be generated by the computer. In addition valuable feedback on the progress of students in the course and on the course itself will be readily available.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **none**

Number of students who participate in innovation per year: **700**
How long has the innovation been in effect? **1** years

Approximate amount of initial funding necessary to develop and try the innovation = $**12,000**

Approximate amount needed each year to support ongoing project = $ **no additional**

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: **25**
Number of senior majors in the department: **112** (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: **17,000**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Edward C. Caldwell, Ph.D.**
Title: **Associate Professor**
Department: **Psychology**
Institution: **West Virginia University**
Address: **104 Oglebay Hall**
Morgantown, West Virginia 26506

Telephone: (Area Code) **304** Number: **296-2002** Extension: **23**

General Psychology

A University house has been set apart for the use of undergraduates and the aged in the community. At present, students live in the accommodation, while local elderly stay as guests for varying periods of time. The purpose of the project is to acquaint younger students with the field of gerontology and to provide aged persons with the opportunity for continuing independent existence, economically, medically, and psychologically. Certain courses related to gerontology meet in the house and involve the aged; the aged participate, as they wish, in University activities; the house is run by the occupants with the result that students often undertake heavy labor (heavy cleaning, yard work) and the aged contribute their talents (cooking, mending). As the project evolves, we anticipate both students and the aged coming to have better information about one another's lives, to provide mutual support, and to assist both the young and the aged in learning of one another's views, problems, fears, and aspirations. In order to permit such evolution, formal programs are minimal. The project has had a significant influence on other students not concerned directly with the program, since the program is visible, provides community events, and has daily contact with the University community. Although the project is not subject to evaluation in the usual sense of the term, evaluations of the psychological, medical, and economic benefits of the program are ongoing. The project is seen as an admirable way of introducing the study of gerontology into the undergraduate curriculum and of providing students with the opportunity to come into contact with the aged in a way more personal than is usually the case.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): All students

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $20,000

Approximate amount needed each year to support ongoing project = $ 0-20,000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 9
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Douglas K. Candland
Title: Professor of Psychology
Department: Psychology
Institution: Bucknell University
Address: Lewisburg, Pennsylvania 17837

Telephone: (Area Code) 717 Number: 524 Extension: 1200

THE PSYCHOLOGY AND LIFE UNIT MASTERY SYSTEM

General Psychology

A system for teaching introductory psychology using a standard, eclectic text was designed to take advantage of principles of individualized or unit mastery instruction, including student self-pacing, frequent and immediate test feedback, progression upon mastery of units, and increased student-staff interaction. Other innovative features of the system include: (1) development and computerized production of multiple-choice quizzes for use with classes ranging to extremely large size (Minke & Carlson, 1975); (2) methods to aid the improvement of study skills, including a detailed student guide with instructions to the student on use and gradual fading of this support (Minke & Carlson, 1975) and the keying of test items to pages of the text for reference following testing; (3) a "bonus point" token economy system (described in Minke & Carlson, 1975) for additional reinforcement of optimum quiz performance and participation in course-related activities.

The system accommodates approximately 1500 students per semester in a single section plus several additional small night and summer school sections at the University of Hawaii. The system is also being used in numerous other public and private college classes and in military settings in which introductory psychology is taught. At the University of Hawaii, between 40 and 50 undergraduates per semester who have completed the course in prior terms staff a "Quiz Center" and aid in quiz administration and tutoring. Two faculty members serve as course instructors.

In a typical semester, between 65 and 75 percent of students earn passing grades, the majority the grade of A, by attaining 90 percent correct or better on unit quizzes covering two-thirds of the textbook. On regularly administered 40-item course evaluation forms, the majority of ratings of the course vary between "favorable" and "extremely favorable" (or comparable descriptors), although the course is considered "difficult" by contrast with others on campus.

A comparison between the system and a conventional midterm and final examination approach was done by S. Kongprasirtpong as a masters thesis project. The unit-mastery taught class performed significantly better on both multiple-choice and short-answer comparison examinations, demonstrating the effectiveness of the approach in general and the multiple-choice unit mastery quiz format in particular. Additionally, the unit mastery students rated their class higher on all 23 course evaluation items administered with the final exam.

Other formal analyses of the system include comparisons of different tutoring methods (Carlson & Minke, 1974), of several methods of imposing quiz criteria (Carlson & Minke, 1975), and of two lecture formats (Minke & Carlson, 1974). A more complete discussion of these and other observations on the effectiveness of the system and procedural details may be found in Minke and Carlson (1975).

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 3000+
How long has the innovation been in effect? 3½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1500.00

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Analyses of aspects of the innovation via subgroups within the innovation group.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 26
Number of senior majors in the department: 600 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 21,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Karl A. Minke and John G. Carlson
Title: Associate Professors
Department: Department of Psychology
Institution: University of Hawaii
Address: Honolulu, Hawaii 96822

Telephone: (Area Code) 808 Number: 948-8107 Extension:

GENERAL PSYCHOLOGY: CLOSED CIRCUIT TELEVISION. TEACHING COORDINATED TO PROGRAMMED MATERIAL

General Psychology

The General Psychology course at the University of Akron is taught via closed circuit television tape to 3000-3500 students annually. The television lectures are coordinated to a specifically edited readings book and a programmed workbook. Voluntary attendance discussion classes are provided. Course examinations are projected over the television receivers insuring tests security, and conserving resources. The course is staffed by a television lecturer, a half-time course administrator and 2-3 teaching assistants.

The course is efficient both from a cost standpoint and well received by students. For the fall of 1975 the television tape will be re-recorded using a team teaching approach.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 3000-3500
How long has the innovation been in effect? 14 years

Approximate amount of initial funding necessary to develop and try the innovation = $unknown; TV equipment, etc.
Approximate amount needed each year to support ongoing project = $minimal extra expense

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 50-60 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Faye Dambrot
Title: Course Administrator
Department: Psychology
Institution: University of Akron
Address: Akron, Ohio 44325

Telephone: (Area Code) 216 Number: 375-7280 Extension: 6

FORTY-FIVE COLOR FILMS FOR TEACHING INTRODUCTORY PSYCHOLOGY

General Psychology

For many years the University of Minnesota course on introductory psychology was taught via 50-minute videotapes to 2,500 students per year. The tapes were based on live lectures presented by fifteen senior faculty members. Due to declining student evaluations, and the limitations of studio-based videotape productions, the Department undertook an extensive revision of the course, using the film medium.

David LaBerge, Kenneth MacCorquodale and James Jenkins each prepared 15 programs on color film. The films are 45-minutes in length, and make extensive use of graphics, film inserts from existing footage on psychological phenonema, and actual laboratory experiments and demonstrations within the Department's buildings. Each segment involved approximately seven hours of rehearsal time. The course, now in its fourth year, is presented to 3,500 students per year, on a one quarter, five credits, five days per week basis. The course is given twice in the Fall, and once in the Winter and Spring. The clarity and resolution of color film, and the ability to do on-location filming in the laboratory, has increased the effectiveness of the course.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 3,500
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $70,000 plus staff

Approximate amount needed each year to support ongoing project = $ 350

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 28
Number of senior majors in the department: 350 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 50,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. John G. Darley
Title: Professor and Chairman
Department: Department of Psychology
Institution: University of Minnesota
Address: Elliot Mall
Minneapolis, Minnesota 55455

Telephone: (Area Code) 612 Number: 373-4155 Extension:

LABORATORY EXPERIENCE VERSUS SUBJECT POOL

Introductory Psychology

At many universities, students enrolled in introductory psychology courses form the "subject pool" for research projects, and in many instances, serving as a subject is not directly related to the educational goals of the course; many students view this so-called "guinea-pig" requirement as an infringement on their freedom.

Over the last six years the Psychology Department at the University of New Hampshire has developed a program which appears to have eliminated these problems. An initial step was to replace the term "subject pool" with "laboratory experience". But more important was and is the Department's commitment to making each student's participation as a subject a valuable educational experience. Operationally, this means that each experimenter explains his experiment and relates it to topics in the course. Before he can post a subject sign-up sheet, he submits a "debriefing resume" to the Laboratory Experience Committee, which is composed of the introductory psychology instructors. As a guide to preparing the resume, he is required to include: (1) the specific questions which (hopefully) will be answered; (2) the independent and dependent variables (including controls used) and how these were operationally defined; (3) the general field to which the experiment relates and its importance to the field; (4) the practical importance (if any) of the experiment and/or field. The educational session at the end of the experiment serves several functions. It permits the student to observe first-hand the detailed procedures of an experiment, and it demonstrates the development of knowledge in a particular area of psychology. The student is also exposed to Department members other than those teaching the introductory sections, and can thereby benefit from their expertise. Lastly, since the sessions involve small groups, the lab experience provides a very favorable student-instructor ratio not possible in large sections.

In presenting the laboratory experience requirement to the student at the start of the semester, emphasis is placed on both its educational value for the student, and its contribution to the creation of knowledge in psychology. To promote active participation, students write a lab report for each experiment. Required format for the report includes a statement of the problem, the variables, control procedures, and subject evaluation (clarity, value, subjective feelings about the experiment). The report is acceptable if it clearly explains the essential aspects of the experiment; it can be re-written if the experimenter, to whom it is submitted for evaluation, deems it necessary. Once accepted, the report is then returned to the student's instructor, who records credit for one experiment, and then returns it to the student. This system handles about 5,000 reports/year.

The number of hours of participation required for each student has varied from three to five per semester. Initially, the required number of experiments for a given student was increased by one each time he failed to show up for an experiment; he received a semester grade of Incomplete for putting in less than the required hours. One semester these procedures resulted in over 150 incompletes. This problem has been substantially solved by the present system. A sliding scale is employed in which the lab experience counts as 10% of the final grade. If a student participates in and submits an acceptable report for the required number of experiments, he receives an A for the 10%; the grade declines by one for each hour less than the requirement. This change has increased students' freedom of choice, and eliminated nearly all the grades of incomplete.

The lab experience has been in its present form for three years. An evaluation (data scored anonymously) is conducted at the end of each semester. The most recent sample consisted of all the students (N=400) in the introductory psychology sections in the spring of 1973. The results, which are typical, attest to the students' satisfaction with the approach described, and are consistent with observations made elsewhere (King, 1970).

A recent addition to the system has been the incorporation of "demonstrations": small group sessions in which no data is collected, but some experimental procedure is demonstrated or explained, usually from areas of psychology in which human subjects are not used, or from areas in which no current research projects exist in the department.

The laboratory experience requirement has worked out well largely because the faculty and graduate students have supported the program. Everyone in the Department has taken the program seriously; without this support, the procedures described here may be no more efeective than those traditionally associated with a subject pool.

From an article by James R. David and Peter S. Fernald: American Psychologist, April 1975.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: Approx. 1800-2000
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 18
Number of senior majors in the department: 350 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: James R. Davis & Peter S. Fernald
Title: Associate Professor of Psychology
Department: Dept. of Psychology
Institution: University of New Hampshire
Address: Durham, N.H. 03824

Telephone: (Area Code) 603 Number: 862-2360 Extension:

WORKSHOP IN SECONDARY SCHOOL PSYCHOLOGY

General Psychology

Project objectives are to upgrade the subject matter and curricular skills of secondary school teachers of Psychology. The program will consist of an intensive two-week summer session program covering the content areas of the History of Psychology, Contemporary Viewpoints, Experimental Psychology, Physiology, Comparative, Motivation, Emotion, Personality, Social Psychology, Learning, Memory, Perception, Cognition, Measurement and Developmental Psychology. Content presentations will be integrated with curricular material. Curriculum methods and techniques will include setting up laboratories in a high school setting, module development, A-V techniques (graphics, slides, TV production) and their uses, computer simulation, and communication techniques in the classroom. Current curriculum materials such as the National Science Foundation projects in Social Studies, Biology and Computer Science will be examined. Teaching styles, and program design relevant to particular student populations will be stressed. Facilities used will be UW-SP Laboratory, computer and IMC materials and equipment. The UW-SP Faculty will conduct the workshop, and a representative from the Human Behavior Development Project for Secondary Schools will act as a consultant on module development and Human Behavior project activities. Evaluation will consist of a criterion-referenced input-output model based upon an instrument designed by the Psychology Department Faculty to measure Subject Matter and Curricular competency.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☐ Juniors
- ☐ Seniors
- ☒ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☒ Other (specify): **secondary school Psychology teachers**

Prerequisites for students who participate in innovation:

18 credits of Psychology

Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $ 2,000

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☒ Other (specify): **input-output performance criterion measure**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 90 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,042

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Coralie Dietrich**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **University of Wisconsin -- Stevens Point**
Address: **Stevens Point, Wisconsin 54481**

Telephone: (Area Code) 715 Number: 346-2883 Extension:

RESEARCH PARTICIPATION DESIGNED FOR UNDERGRADUATE MAJORS IN PSYCHOLOGY

General Psychology

This innovative project was made possible through a COSIP-NSF grant awarded to the Social Science departments at Coe College, 1969-1973 (no. GY 6168). The funds from the grant allowed the department to develop and implement a unique model of research oriented teaching. Full-time faculty in the department were given course release-time during the school year to develop and direct student research endeavors on an independent basis. Faculty members of the department supervised student research in local community service programs (e.g. Linn County Day Care Center for Pre-School Children and Asbury Center for Severely Retarded Children). The table below indicates the number of students enrolled in Research Participation, number of courses taken, and numbers of release courses for faculty supervising such work. A student may enroll in as many as three terms of Research Participation.

YEAR	NO. OF STUDENTS	NO. OF COURSES TAKEN	FACULTY RELEASE UNITS
1969-70	5	9	1
1970-71	7	11	2
1971-72	6	13	2
1972-73	6	10	1
1973-74	4	7	Grant Money Depleted
1974-75	9	10	
Totals:	37	60	6

The number of students enrolled in Research Participation is restricted by instructors in order to provide each student with a quality experience. The student must indicate interest in the research problem and possess the prerequisite skill and content skill necessary for successful completion of the project. 36 of the psychology majors graduating from Coe during the past six years have attended graduate school and 14 of these were enrolled in at least one term of Research Participation. The project coordinators are responsible for directing student research participants in the following areas: (1) selection of an appropriate and feasible research project; (2) review of relevant literature; (3) determination of the most adequate research methodology; (4) collection of data; (5) analysis of data; and (6) writing the report. The research opportunities this model provides has benefits for faculty, students, and community. For the instructor, it provides an opportunity to sharpen and practice research skills and provides feedback in special interest areas which has a positive effect on classroom teaching. For the student, it provides an opportunity to apply theory and methodology studied in class to practical problems found in the community. Research Participation also provides opportunity for imitation learning as the student observes first hand the research strategies modeled by the professor. Students often monitor each others' progress and provide added incentives for productive participation. For the community, which serves as an excellent laboratory and data resource for our students, the research findings provide valuable information for effective evaluation of their programs. The long-term gains in scholarly growth for students and faculty that accrues from research oriented teaching at the undergraduate level are unique and continuously contribute toward maintaining high academic standards in the department.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introduction to Psychology -- arrangements with supervising faculty member prior to registration to course.

Number of students who participate in innovation per year: 4-10
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 10,000.00

Approximate amount needed each year to support ongoing project = $ 2,500.00

These figures represent actual costs during 4 years grant money was available.

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **We have followed up on each student enrolled in this course. In the past six years 10 of the 37 students enrolled in Research Participation have completed an Independent Research Project in the senior year. 8 of the 10 resulted in Independent Study with Honors.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 22 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1180

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Lowry C. Frederickson**	**Charles E. Hamilton**	**David L. Knutson**
Title:	**Associate Professor and Chairman**	**Professor**	**Assoc. Prof.**

Department: **Psychology**
Institution: **Coe College**
Address: **Cedar Rapids, Iowa 52402**

Telephone: (Area Code) 319 Number: 364-1511 Extension: 334

USING UNDERGRADUATE TEACHING ASSISTANTS IN INTRODUCTORY PSYCHOLOGY

General Introductory Psychology

In an effort to increase meaningful student-instructor consultations in an introductory psychology course taught in large lecture sections, an office staffed by undergraduate teaching assistants (UGTAs) was established. The eight UGTAs are upper-division psychology majors who are either enrolled in a course (Seminar in Teaching Psychology, 3 credits) or paid departmental assistants. UGTAs meet with the instructor-in-charge on a formal basis for 90 minutes each week. The UGTA office is used by the introductory students for taking make-up exams, picking up graded exams and quizzes, tutoring over any material from the text or lectures, getting information about other psychology courses, and the like. In addition, we prepared our own "study guide" that includes 20 multiple-choice questions for each week's assignment. At least two of these questions appear on weekly (10-item) quizzes which constitute part of the students' final grade. Answers to the study guide questions are not found in the guide itself, but must be obtained from the UGTA office, thus prompting the students to use the office on a minimum of a once-a-week basis.

The reaction of the introductory students has been most favorable. Meaningful counseling and tutoring relationships have developed. Course ratings compare most favorably to the previous (and expensive) method of teaching introductory psychology in smaller, multiple sections. An unexpected benefit that has emerged from this program is the strong sense of 'esprit de corps' that has developed among the UGTAs, and other upper-division psychology students. The UGTA office has become a meeting place and focal point for them as well as for the introductory students.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Undergraduate Teaching Assistants must be upper-division psychology majors, interviewed by the instructor-in-charge.**

Number of students who participate in innovation per year: approx. 450
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $2,400
Approximate amount needed each year to support ongoing project = $2,400

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 20 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8, 200

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Joshua R. Gerow
Title: Associate Professor
Department: Psychological Sciences
Institution: Purdue University
Address: 2101 Coliseum Blvd.
Fort Wayne, Indiana 46805

Telephone: (Area Code) 219 Number: 482 - 5897 Extension:

SIMULATIONS AND THE CREATION OF MEANING

General Psychology

A rationale for the use of simulations may be derived from Gendlin (1962). The purpose of the simulations is to generate meanings to be integrated into psychological concepts. This can provide an experiential base for the teaching of these concepts and an anchor in memory.

The positive impact of simulations on students is contingent upon systematic, planned use of feedback. Student feedback is part of the simulation. Standard questions about content and open-ended questions about reactions to the experience should be provided. Instructor feedback will be directed to overall student reaction, to on-going task orientation, and to individual learning as this may be apparent from behavior and report. Attitude change is not the purpose of the simulation although it may indeed occur. Here are listed some simulations I have found useful for the study of General Psychology:

the growth of meaning. Chandler (1969) Experiment 3.

group process. Structure a task minimally and have an observer in each small group study its attainment. Useful for classrooms with students of diverse origins.

levels of complexity of a task. Define complexity according to some criterion and have students complete at least two levels.

communication without words. Illustrations may be taken from Byers and Byers, Nonverbal communication and the education of children, in Cazden and Hymes (1972)

task x subject interaction, processing of meaningful and non-meaningful verbal material. See Woodworth (1938) and Neisser (1967) for tasks and procedures.

visual scanning and memory. Recall of features of posters which differ in information load correlated with observed scanning patterns and mnemonic devices employed.

Here is the format I have evolved for an instructional unit utilizing a simulation:

I Introduction
  Lecture - presentation of the instructional objectives of the unit
    the scope of the topic, its importance in psychology
    assignment of readings related to simulation
    explanation of evaluation procedure, timetable.
  Discussion - student's prior knowledge of topic from any source

II Simulation
  Purpose of the simulation
  Procedure to be followed - formation of groups and/or distribution of materials
  Debriefing - assessment of immediate reaction to simulation

III Discussion of Simulation
  Clarification
  Readings in relation to simulation. These should be integrated with experience.

IV Assessment
  Written questionnaire
  Instructor report
  Intended and unintended effects
  Student suggestions

Chandler, K.A. Laboratory Experiences for Introductory Psychology, NY:Atherton, 1969.
Gendlin, E.T. Experiencing and the Creation of Meaning, NY:Free Press, 1962.
Neisser, U. Cognitive Psychology, NY:Appleton-Century, 1967.
Woodworth, R.S. Experimental Psychology, NY:Holt, Rinehart and Winston, 1938.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 9
Number of senior majors in the department: 500 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2000 undergraduates

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Joan E. Gildemeister
Title: Assistant Professor
Department: Faculty Educational Studies and Faculty Social Studies
Institution: Richmond College
Address: Staten Island, N.Y. 10301

Telephone: (Area Code) 212 Number: 720-3130 Extension:

SEMINAR ON CONSCIOUSNESS

General Psychology

In addition to taking a number of approaches to the grand question of what is consciousness,this seminar in large part represents my response, as a scientist, to a certain attitude among some students, also among some phenomenologically oriented psychologists, that judgements cannot be made -- "everybody does his thing, is in his own bag, etc., and how can someone else ever know enough to judge?" I see this attitude as having roots in a healthy modern American tradition, that of tolerance and of fighting against racism and sexism. However, this too easily turns into nihilism unless we are willing to carefully examine the bases on which we make judgements, both as scientists and as people-in-the-street.

I have used a variety of readings, over the past few years, in the course, usually beginning with one of Castaneda's books, *A Separate Reality*, to set the problem. Castaneda (to put it briefly) goes so far as to doubt that there is a reality and many students have agreed that "each of us has his own reality". In different years, also to epitomize this point of view, I have used additional books (fairly or unfairly) by, or edited by, White (*The Highest State of Consciousness*), Ornstein (*The Psychology of Consciousness* or *The Nature of Human Consciousness*) and even Kuhn's *The Structure of Scientific Revolutions*.

To establish the argument, which I think is crucial both to everyday survival and scientific enterprise, that there is a convincing basis for valid judgements about reality, I have used Gregory's delightful work on the nature of perception and thought, *The Intelligent Eye* and Phillips' brief description of Piaget's work, *The Origins of Intellect*.

A variety of other books has been used in different years to obtain additional relevant points of view, and to compare "objective reality" with "social reality": Adams, *Conceptual Blockbusting*; Leonard, *The Transformation*; Gould, *Child Studies Through Fantasy*; Gergen, *The Concept of Self*: Piaget, *Psychology and Epistomology*; Rosenthal, *Materialism and the Mind-Body Problem*; May, *Man's Search for Himself*; Laing, *The Politics of Experience*; also articles by B. F. Skinner, and J.G. Miller. This material varies considerably in difficulty and quality and the students' response to it has also been varied.

In some years, little "extras" have been introduced; we have been visited by Transcendental Meditation teachers, Jehovah's Witnesses and by John White, author of one of the books used. In an occasional lab we have demonstrated EEG rhythms and once, following up on a public lecture at the college, we tried to replicate the reported findings that plants (and yogurt!) show electrographic evidence of consciousness.

Perhaps my greatest problem in teaching the course is in convincing the students of my sincerity and openness toward varied responses at the same time as I am firmly demanding that they do the reading carefully and respond thoughtfully on required papers and in class discussions. Since the seminar has been small, ranging from four to fifteen students, personal attention is possible and I think I have often accomplished my aim of teaching them to critically examine their ideas.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 10
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

Course is small and feedback is frank and direct

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Robert B. Glassman**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Lake Forest College**
Address: **Lake Forest, Illinois**

Telephone: (Area Code) 312 Number: 234-3100 Extension:

LONGITUDINAL EVALUATION AND IMPROVEMENT OF TEACHING: AN EMPIRICAL APPROACH BASED ON ANALYSIS OF STUDENT BEHAVIORS

General Psychology

Goals:

1. Allow the repeated measurement in a given semester of course objectives.
2. Give the student and the professor objective and valid feedback on both the learning (acquisition) and the memory (maintenance) of each objective.
3. Give the student an opportunity to learn (professor to reteach) objectives not learned and to relearn those objectives forgotten.
4. Allow the student to pretest (before each test given in class) his learning of new material and memory of earlier material.
5. Give the student access to the actual questions used to measure the course objectives (the operational definitions) but avoid rote memorization of many specific questions.
6. Use a test only once (students keep test after taken) and still keep demands on preofessor and secretary within reason.
7. Allow flexibility in rearranging and redefining of course objectives and the questions which measure those objectives.

Method:

1. Use of computerized test question library of over 7,000 questions selected from 25 textbook files (about 12,000) and questions written by my students (about 10,000) concerning eleven major content areas.
2. Each specific objective is retested with different questions on each test after it is covered in class. (Goals 1,2,and3)
3. Students are given access to old tests. Students must complete the old test before receiving the correct answers.

Results:

1. Computer organizes and/or reorganizes the questions by objective (major and specific), date used last, previous difficulty, and 18 other categories of information. The computer prints both an instructor copy with answers and 21 different classes of information after each question, and a student test with major content area and specific objective after each question. The student test is directly reproduced by Printing Department. (Goals 2, 6, and 7)
2. Previous data indicated that students will rote memorize a population of 1,000 questions (samples of these questions resulted in medians of 95% correct), but no student has attempted to memorize the current population of 7,000 questions) (median never above 80% and highest score 95%). (Goal 5)
3. Test data from Winter 1975 (N=72) showed performance on areas of History and Systems and General Learning went from a median of 62% on the first test to a median of 79% on the sixth test--second comprehensive. (Goal 3)
4. Student opinion data (scale:excellent, above average, average, below average, extremely poor) gathered at time of sixth test was positive. (Goals 1,2,3,4,5)
   a. retesting old material rated excellent by 43%, above average by 31%
   b. use of test to aid learning rated excellent by 31%, above average by 44%
   c. value of pretest rated excellent 19% and above average by 47%
   d. value of two comprehensive tests rated excellent by 38% and above average by 40%.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 7 years

Approximate amount of initial funding necessary to develop and try the innovation = $4000

Approximate amount needed each year to support ongoing project = $600

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4(day)
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4,502 (day)

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Jon Gosser
Title: Associate Professor
Department: Psychology
Institution: Delta College
Address: University Center, Michigan 48710

Telephone: (Area Code) 517 Number: 686-0400 Extension: 405 or 476

NINE-MINUTE SIX FORM TRIPLE-OPPORTUNITY MASTERY OF INTRODUCTORY PSYCHOLOGY USING OVERHEAD PROJECTION IN LARGE SECTIONS

Introductory Psychology

Objectives. While daily evaluation of student performance can effectively consequate student study behavior, large sections present logistical problems such as time, paper, and honesty. Planned objectives were: (1) quickly administered, paced stimuli for performance evaluation of large sections of students; (2) multiple forms of stimuli to encourage self-sufficient responding; (3) three opportunities per week (one each class session) to increase restudy and overlearning; (4) computerized scoring and accumulation of points to provide 48 hour feedback to each student concerning latest effort and overall standing in course.

Methods and Content. A unit was assigned each week composed of a collection of rehearsal questions on the textual material judged most important. The text, Vernon's *Introductory Psychology: A mastery coursebook with performance objectives*, contained these rehearsal questions interspersed within the body of the text. The questions were presented in a completion-style format. Each day at the beginning of class a scan sheet was passed out to each student. Seating was assigned and each seat was coded. The column number of a seat was transformed into a digit from 1 to 6 and this number corresponded to the student's form number. Two columns of seats separated identical form numbers.

The rehearsal questions were printed as statements to be judged true or false on an 8½" x 10½" transparency, six to a sheet, with 3/8" capital letters for easy viewability. An overhead projector cast the transparencies onto an 8' x 8' screen. The six questions on a sheet were not numbered, but 3/4" x 10½" transparency strips containing six arrangements of the numbers 1-6 were prepared such that each number appeared once in each of the six top to bottom positions. Placing a strip into place on the left margin of the transparency provided an indication to each student to answer the question opposite one's assigned form number.

As soon as a strip was placed on the left margin of the transparency, the instructor announced the question number to be filled in on the student's scan sheet. Twenty questions were presented each day. The strips and/or transparencies were replaced every 10-20 seconds so the entire testing period lasted 9 minutes or less.

While the rehearsal questions formed the stems for the test questions and were printed in permanent ink, the completed portion was printed in non-permanent ink and could be changed from day to day encouraging the student to understand the concepts, rather than rote learn specific items. The same assigned unit was tested each of the three class sessions in a week.

No. of Students. Approximately 200 ± 10.

Assistants. Two undergraduate majors helped select rehearsal questions, generate true and false completions, and proctor.

Equipment. Overhead projector, large screen, transparencies, transparency pens, scan sheets, and computerized scoring.

Evaluation of Outcomes. Only objective (4) was not met. Printouts from computer scoring were often not available to students until a week had passed. This was judged to be a definite drawback but is correctable.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 400
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 17
Number of senior majors in the department: 299 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,917

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Stephen A. Graf, Ph.D.
Title: Assistant Professor
Department: Psychology
Institution: Youngstown State University
Address: Youngstown, Ohio 44555

Telephone: (Area Code) 216 Number: 746-1851 Extension: 383

TEACHING UNDERGRADUATES PRACTICAL PSYCHOLOGY

General Psychology

The course was an attempt to integrate the usable aspects of psychology into an undergraduate curriculum. The general course goals were:(a) to teach psychological principles which were usable in daily life employing an active participatory classroom model, (b) to teach students how to synthesize principles from existing theoretical data, and (c) to establish a learning climate where students gained experience employing many of the principles covered.

Thirty students enrolled in the two quarter course. The general areas covered were: Attitude Change; Group Process; Interpersonal Communication; Learning; Personal characteristics and Motivation; and Problem Solving. A typical sequence of events for each topic was a one hour lecture on a general overview of the area, which was followed by a listing and discussion of 8-14 principles which were designed to illustrate the principles covered.

Students were then asked to pick a problem in their daily lives and to develop an action plan to use one or more of the principles covered to help solve it. Students kept a diary on their application attempts and their experiences were discussed in class sessions. Finally, students were asked to read articles in general psychology and to synthesize usable principles from the articles.

Data derived from the student diaries and interviews with students showed that the overall reported success in application of all principles covered was 70%. In addition, student data showed that there was a tendency to use principles systematically even though additional work was not required. Finally, the instructor's log on the course showed that after initial apprehension about using principles dissipated, students enjoyed the application assignments and no harmful consequences were associated with their use.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 30
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $Faculty salary for course, $1300

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1500
Number of senior majors in the department: 500 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 36,000

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Anthony F. Grasha
Title: Acting Director/Associate Professor
Department: Institute for Research and Training in Higher Education
Institution: Dept. of Psychology
Address: University of Cincinnati
Cincinnati, Ohio 45221

Telephone: (Area Code) 513 Number: 475-2228 Extension:

PSI PSYCHOLOGY IN AN URBAN COMMUNITY COLLEGE

General Psychology

This is a self-paced, continuous-progress class designed for the heterogeneous population of an urban community college. The format of the class is based on Keller's personalized system of instruction (PSI). The course material is divided into fifteen units through which each student proceeds sequentially at his own rate. A detailed study guide is provided for each unit which specifies in question and problem form the definitions, concepts, etc. for which the student is responsible. After studying the assigned material according to the study guide and securing help from his student manager or instructor if he wishes, the student signs up to take a unit test. The tests are given individually to the student by his student manager four days a week during the regular class hour. If the student masters the unit test at the single mastery or "A" level of 80% he is given the study guide for the next unit. If he does not master the unit test, help that he may need is provided then or at a later specified time by the student manager and/or the instructor. He then takes another test on the unit at a later date. There are several alternate forms of each unit test and the student may take up to five on any one unit. When the student has mastered the fifteen units and completes a class evaluation questionnaire and a non-graded final he receives five "A" credits for the class. He may thus complete the class before the end of the quarter, or continue the following quarter. Formal class meetings are held on Wednesdays to present material, films or demonstrations and to provide the opportunity for discussion. Learning to read and study efficiently is emphasized. Attendance is not required and no material specifically from the class sessions is included in the unit tests.

The student managers are selected students who have had the class and who are registered for three credits in Psychology 231 "Student Manager in Psychology." Each student manager has ten to twelve students in the class assigned to him with whom he works all quarter. There are thirty to forty students in the class with three or four student managers. The student manager is available four days a week during the class hour to give help with material, study habits, to provide personal support when needed and to give unit tests. When the student manager gives a unit test he corrects it, informs the student immediately of the results, discusses and clarifies material if appropriate and refers the student to the instructor when indicated. The instructor is available in the classroom during all class hours and spends most of the class time working with individual students who need special help.

Data collected since 1972 from the non-graded final and the evaluation questionnaire indicate that students learn and retain more and like the class much better than other classes. The major problem is procrastination and a resulting higher than usual drop-out rate. We use a number of methods including telephone calls, letters and buttonholing in the hallways to combat the problem. Such methods work but not well enough.

Self-guided laboratory units were introduced Fall quarter, 1974, as optional substitutions for particular text units. They include step-by-step instructions for simple experiments in the Lab, with questions, tables and graphs to be completed. Students enjoy doing the lab units but there is not enough data yet to compare them with the text units.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 2,000

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: ____ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,474 Fall 1974 ·
8,305 Winter 1975

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Lucille Sive Higgins
Title: Instructor
Department: Social Sciences
Institution: Seattle Central Community College
Address: 1718 Broadway
Seattle, Washington 98122

Telephone: (Area Code) 206 Number: 587-4100 Extension: 4070

STIMULATING INTEREST IN INTRODUCTORY PSYCHOLOGY BY USE OF MULTIPLE MEDIA

General Psychology

Objectives: a) to develop scientific values and skills
b) to provide knowledge of the basic content of psychology
c) to develop better personal understanding of self and others

Approaching Objectives by using a combination of methods and media:

1) Selecting textbook with high student interest (McNeil, The Psychology of Being Human)
2) Using films which illustrate research methods, reinforce content in text, and apply psychology to current social issues (Ex: "Split Brain," "Sensory World," "Bill Cosby on Prejudice," "Awareness Training," "Abnormal Behavior")
3) Use of selected video tapes prepared by Center for Instructional Services of school (Ex: T.V. programs such as "The Thin Edge" series on Mental Health)
4) Class discussions and lectures coordinated with films, video tapes and guest speakers
5) Alleviating pressures of testing and grading by allowing students credit for an optional essay question on each exam, in which they can integrate material from films and class presentaions. Students are encouraged to attempt the bonus questions, which are "dropped out" if the essays fail to raise their standard score grade on a 50-item multiple choice exam. The objective portion of each exam is computer-scored, with a mean of 2.5 and a standard deviation of 1.0 ("Halving" the traditional Stanine scale). To illustrate, if a student made a D (1.0) on the objective portion (weighted 3) and an A (4.0) on the essay portion (weighted 1), his overall exam grade could be raised to a low C (1.8).
6) Encouraging optional outside reading by bringing supplementary reading material (such as Scientific American reprints) into the classroom daily, correlating it with lectures and allowing students to check out materials at each class period. In addition, each student is given a list of paperbacks, "The Challenge of Psychology For the Beginning Student" (including books such as Dethier, To Know A Fly; Fromm, The Art of Loving; Williams, You Are Extraordinary; and Wooldrige, The Machinery of The Brain). This optional reading report and the first exam are both weighted 1 and the final two exams are each weighted 2.

Content: Traditional topics of Psychology, organized into three units -
Unit I Outer Determinants (Behavior and Learning as an objective science)
Unit II Inner Determinants (Human Experience - Motivation, Emotion, Perception)
Unit III Total Personality (Normality, Abnormality, Social Issues in Wider World)

Number of Students: 50-60/class with one instructor, standard demonstration equipmentfor perception and learning, including rotating trapezoidal window, color wheel.

Evaluation of Outcomes: Students have responded quite favorably and morale is generally high with freedom to learn in this situation. The grading system (though not understood by all) is perceived as fair, alleviating some apathy, anxiety and hostility associated with evaluation.

While evaluation is always somewhat subjective, systematic use of W.J. McKeachie's "Student Opinion of Teaching & Course" (AAUP Bulletin, Winter 1969) and frequent essay evaluations of instruction both show marked improvement of both teacher and course ratings with this approach. There are more positive and fewer negative comments about the course as a whole and a greater sense of enjoyment in the learning situation. While utilizing this approach in the Fall of 1975, seventy per cent of the class rated the course Good, Very Good or Excellent on McKeachie's six-point scale and two of the class changed their majors to psychology during the semester.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100

Approximate amount needed each year to support ongoing project = $ 150

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Informal Essay (projective) Evaluations**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2800

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Charles W. Johnson**
Title: **Associate Professor**
Department: **Psychology**
Institution: **University of Evansville**
Address: **Evansville, Indiana 47702**

Telephone: (Area Code) 812 Number: 479-2533 Extension:

PSI IN A LIBERAL ARTS COLLEGE FOR THE DEAF

General Psychology

At Gallaudet, the Psychology Department agreed that the introductory course must be designed such that it provide a broad, general introduction to psychology to a great many non-majors who will not take any other psychology course in their college careers; and, at the same time, it must provide a sound basis for more advanced study for prospective majors. With this as a starting point, a PSI course has been developed which allows majors and nonmajors to survey the areas in psychology, and encourages majors to go beyond the minimally acceptable work.

The course is traditional in that it makes use of a standard text book and innovative in that it: (1) makes use of a study guide written especially for this college population, (2) has weekly, videotaped demonstrations and mini-lectures keyed to the chapters in the book, (3) has a computerized testing system in which no two tests are ever alike, and (4) uses advanced undergraduate students as proctors and discussion leaders.

Study Guides. Because many students at Gallaudet have a serious reading deficiency resulting from early, profound deafness, it was necessary to write a study guide in which each chapter in the text was summarized and presented in a simple, straightforward way. Next, for each chapter, a glossary of difficult or uncommon words was constructed. Finally, several pages of practice questions, keyed to the learning objectives are presented, followed by the correct answers to immediate feedback.

Videotapes. For each chapter, a videotaped demonstration was made, and these tapes are shown, sequentially, on Fridays throughout the semester. There are also copies of the tapes available in the media room of the library which can be used by the students at their request anytime. Each tape is made up of 3 or 4 demonstrations or mini-lectures, each of which is keyed to a major learning objective.

Testing. A computer program was written which randomly selects twenty-five multiple-choice items from a forty item question pool, and in addition randomizes the answer selections within each question. This results in each test being unique, but all tests are of equivalent difficulty, and all major objectives are tested.

Proctors. Student proctors are senior psychology majors who are available in a testing lab several hours a week to lead discussions, answer questions and grade tests. The result is often peer teaching, and is very satisfactory to the introductory students and rewarding to the seniors.

Feedback from students has pointed to some needed changes and additions in the study guides, and has been very positive regarding the videotaped demonstrations. Because this is the first year of the course, we don't yet have data which compares it to the traditional type course which we also offer. However, preregistration for the fall shows a very large number of students have elected PSI, and a comparative study will be made.

INNOVATION DATA

The innovation involves:

☒ Freshmen	☒ Psychology Majors
☒ Sophomores	☒ Non-Majors
☒ Juniors	☐ Honors Students
☒ Seniors	☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $ 200 (printing costs)

Evaluation done on innovation:

- ☐ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

NONE

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1,100

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☒ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Irving King Jordan, Jr.
Title: Assistant Professor
Department: Psychology Department
Institution: Gallaudet College
Address: 7th & Florida Ave., N.E.
Wash., D.C. 20002

Telephone: (Area Code) 202 Number: 447-0714 Extension:

THE STUDY OF HOMINOLOGY

General Psychology

The Encyclopedia Britannica 1969 Yearbook defines "hominology" as "a generalized study of man without regard to traditional academic disciplines." Hominology is a term derived from "hominidae," the biological word for mankind emerging both as a species and as an individual. Hominology encompasses many of the academic areas that are pertinent to the study of human beings and attempts to synthesize relevant information from a variety of sources in order to produce new kinds of models, insights, and formulas which students may use to improve their capacity for interpersonal communications as well as their own personal efficiency in adjusting to the demands of living in a complicated social environment.

The study of hominology does not indoctrinate students in any one school of thought or opinion. It provides guidelines which can help them discover what they believe, how they perceive the world around them, and why they act as they do. Examples are offered to allow students to rearrange priorities and concepts so that these can be more problem-solving than problem-creating. In the study of hominology, students learn how to construct a graph that will reflect their conceptual orientation and value system. Illustrations are offered that demonstrate how desirable changes can be made in both perception and in the selection of personal values.

Improved capacity to communicate will results in considerable personal benefits to students, since recent studies have revealed that many people are not even capable of effectively communicating with themselves. They fail, therefore, to grasp what their duties and responsibilities are. This is especially true in the area of moral values and in the perception and interpretation of their environment. We remain confused in regard to who we are as individuals and as humans, where we are going, and what our moral and ethical goals should be.

Hominology originated at Wilford Hall Air Force Hospital as a course designed to help psychiatrists interact with the whole patient instead of only that aspect that pertained to his emotional maladjustment. The guidance value of this course was recognized by a number of colleges and universities. At Southern Colorado State College, the original class in hominology consisting of eighteen students has grown to over four hundred students a year. The study of hominology seems to help students find acceptable answers to questions about which they are concerned.

For more information about hominology, consult An Introduction to Hominology, by Theodore C. Kahn; published by Charles C. Thomas, Springfield, Illinois; also, Hominology: Psychiatry's Newest Frontier, by C. David Jones, published by Charles C. Thomas, Springfield, Illinois.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 500
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): follow-ups

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 187 (if applicable)

note: sounds crazy but it's true -- third largest number of majors but can't get additional staff

Size of Institution
Total student enrollment in 1974-75 academic year: 5000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Theodore C. Kahn
Title: Professor and Head
Department: Behavioral Science
Institution: Southern Colorado State College
Address: Pueblo, Colorado 81001

Telephone: (Area Code) 303 Number: 545-7267
547-2652 Extension:

ROLE-PLAYING ADMINISTRATION OF AN INTELLIGENCE TEST

Introductory Psychology

Objective: Provide experience with the administration of an intelligence test as demonstrated by students' ability to re-enact illustrations of the entire process.

Method: Assign three students responsibility for making contact with a local mental health facility to observe the administration of an intelligence test. Best results with this demonstration seem to be obtained from observing someone whose IQ will test around -0.5 to -1.0 standard deviations below average.

Assurances must be provided and care must be taken not to divulge the identity of the person observed. Having completed the observation, ask the students to develop a short (2-3 minutes) skit. The most effective format seems to involve one student narrating what is occurring, and a second student serving as surrogate test-administrator, with the third student role-playing the answers to some of the questions that the students observed during the original administration.

Results: (1) Provides a limited number of students with a reasonably well-structured field experience. (2) Conveys many elements of this field experience to all members of the class in a compelling manner. (3) Fosters good relations with public facilities beyond the college environment.

Cautions:(1) Stress to class members that the situation is role-played, not actual. I one time was informed that members of my class had been very upset with my presenting an "obviously deficient" female in the stressful test-taking situation in front of my class - the demonstration had been that effective. (2) It is imperative to protect the privacy of the patient who is observed for information prior to conducting the demonstration. (3) Hospital conditions (if any) attached to permitting the observations to be made should be honored.

Equipment: Three students, a cooperative mental health facility, and demonstration materials from an appropriate portion of whatever intelligence test is to be used. It is typically easier to get across the main points using the Stanford-Binet since the tests and performance are more obviously related to changes in mental ability with changes in age.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Introductory (general) psychology students

Prerequisites for students who participate in innovation:

Satisfaction of any course-related pre-requisites

Number of students who participate in innovation per year: 1,200
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0, if test-demonstration materials are available
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 28,500

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Dr. Richard A. Kasschau
Title:	Associate Professor, Director-Undergraduate Affairs
Department:	Psychology
Institution:	University of Houston
Address:	Houston, Texas 77004

Telephone: (Area Code) 713 Number: 749-3700 Extension:

USE OF MUSIC BEFORE CLASS TO ILLUSTRATE SET AND STIMULUS CONTROL OF BEHAVIOR

Introductory Psychology

Objective: Demonstrate the effects of set or expectancy on perception. Demonstrate stimulus control of behavior.

Method: At the beginning of the semester (quarter?) arrange for one or more students to supply about 15 min. of contemporary music per class period for the semester. The music should be broadly appealing to members of the class, and it should be played during the 10-20 minute period prior to class. Precisely at the beginning of each class period (specifically about 20 sec. before you are ready to start lecturing or discussing) terminate the student-supplied music and start your "theme" music. Use the same piece each time.

This procedure must be started with one of the earliest class periods and maintained consistently prior to and at the start of each class period. Only one change is necessary on the class day during which the topic of set or expectancy will be discussed. On that day *only* the procedure should be completed exactly as described above with one change. When the instructor is ready to begin the class, the music that is introduced should be the same piece of music. However, this time it should be played by a different musical group. The key to success is having the same piece played by obviously different-sounding instruments and musicians. (One possibility is to use comparable pieces from the *Switched-On Bach* and the *Switched-Off Bach* record albums available from Columbia Records. These records include the same musical pieces, but *Switched-On Bach* features the Moog Synthesizer while *Switched-Off Bach* features more traditional musical instruments.)

Results: Provided the sensation/perception lectures occur at least half-way through the semester, results are "guaranteed." Typically, by the time the introductory theme is altered the students have heard your theme music introduction perhaps 20 times. Most students no longer listen carefully (if at all) to the music. Tests each semester indicate that only 20% of the students will detect the change. It provides an excellent vehicle for introducing the topic of your set - you hear what you expect to hear - using a situation in which the students themselves have participated.

As a tangential benefit of this procedure, students frequently seem to illustrate stimulus control of behavior. If the instructor very rigorously starts each class within a specifiable interval after the theme record has started, the class tends to quiet itself down in anticipation of your first words rather than following their enunciation. It is not as predictable an effect (50% success?), but using the same procedure it potentially offers a ready demonstration of stimulus (i.e., music) control of behavior.

Equipment: (1) One tape recorder. A casette machine is preferable since it facilitates the transfer to the theme music at the start of each lecture. (2) A source of student-supplied recordings of contemporary music.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Introductory (general) psychology students

Prerequisites for students who participate in innovation:

Satisfaction of course-related pre-requisites

Number of students who participate in innovation per year: 1,200
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0, if a tape-recorder is available
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 28,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Richard A. Kasschau
Title: Associate Professor, Director -Undergraduate Affairs
Department: Psychology
Institution: University of Houston
Address: Houston, Texas 77004

Telephone: (Area Code) 713 Number: 749-3700 Extension:

USE OF THE KELLER PLAN WITH UNDERGRADUATES AT AN URBAN STATE COLLEGE

General Psychology

For five semesters, 140 freshmen and sophomores have been enrolled each semester in a Keller Plan General Psychology course which was (1) individually paced (2) mastery oriented (3) with teaching assistants and (4) written study guides, and (5) without required lectures. Approximately fifteen upper-class Psychology majors served as teaching assistants receiving 3 course credits. Students in the course were freshmen and sophomores. Kean College is a New Jersey state four year college, located in an urban area. Most of the students commute.

For the first two semesters approximately 16 units were required for the grade of C, with a final exam providing additional points toward higher grades. A learning center was open from 9 o'clock to 3 o'clock and no attendance was required. To encourage rapid progress, bonus points were offered for early completion of units. The first semester, bonus points were given for completion of each unit by a specific date. This system seemed not to work adequately since once a student fell behind the ideal due date on a unit, he missed the opportunity to earn bonus points on successive units. Consequently, in the next semester, bonus points were not contingent on a definite calendar date but given for each ME completed within a week of the previous ME. This system has been more successful. In the first method the correlation between number of units completed and number of bonus points earned was .05, while under the second system the correlation was .75. In subsequent semesters double bonus points have been introduced for all ME's completed in the first month, and one point for each unit completed within a week of the previous one thereafter.

For the first semester the dropout rate was approximately 50%, but evidence from a final exam taken from the publisher's manual showed that self-paced students who completed the course did significantly better on the exam than traditional psychology students.

To reduce the dropout rate, the number of units required for a C grade was cut from sixteen to nine. This made no substantial change in dropout rate. Most students who failed to complete the course never progressed beyond the first unit. Apparently successful completion was based on motivational factors, not academic ones.

To motivate more students this semester, the learning center was eliminated. Students were required to attend regular class sessions. Rapid initial progress earns the student the right to come only when he wants. This system has been quite successful. Projections indicate that the dropout will be cut at least in half.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Introductory Psychology Students

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 400 (to evaluate course)
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

4

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 35
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Bonnie M. Kind, Ph.D.
Title: Assistant Professor
Department: Psychology
Institution: Kean College of New Jersey
Address: Union, N.J. 07083

Telephone: (Area Code) 201 Number: 527 Extension: 2181

PROGRAMMED STUDENT ACHIEVEMENT IN INTRODUCTORY PSYCHOLOGY COURSES

General Psychology

For purposes of clarity, the methodology used in programmed achievement will be outlined. Students are required to retake short multiple-choice weekly quizzes until 100% mastery is evidenced. Immediately after the first in-class quiz is administered the quizzes and the answers to the quizzes are posted in a convenient location. A quiz covering the same material with different questions is retaken during the next class period by those who did not achieve 100% mastery. Virtually unlimited opportunities to retake quizzes over the same material are given outside of class to students who failed to achieve the mastery criterion on in-class administrations of a quiz. These quizzes are the basis for 50% of the student's grade, with the initial score, i. e., the score earned the first time the quiz is taken, being recorded. Fifty percent of the grade comes from major exams, usually two or three in number. In a series of investigations, use of this procedure has shown that student's performance when they are required to retake the quiz until they reach a mastery criterion is significantly and markedly superior to that of students given identical questions without having to retake the quizzes until mastery is achieved. Moreover, the difference occurs on the first quiz given to the students. It also has been found that the programmed achievement student performs significantly better on major exams and, in addition, performs significantly better on unannounced retention tests.

Research results strongly indicate that programmed achievement eliminates the ubiquitous normal curve for grades without lowering the educational standard of the material to be covered. The most significant point in this regard is that students engage themselves in a concentrated effort to study and learn. Such a consequence can only be the result of increased and intensified motivation on the part of the students. Although measurement of motivation is not an easy task, student evaluations of the course support this conclusion.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: NONE

Number of students who participate in innovation per year: VARIES
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $300,00

Approximate amount needed each year to support ongoing project = $300.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: John M. Knight
Title: Assistant Professor
Department: Psychology
Institution: Central State University
Address: Edmond, Oklahoma 73034

Telephone: (Area Code) 405 Number: 341-2980 Extension: 2708

LIVING PSYCHOLOGISTS - tapes made with distinguished scholars

General Psychology

THE PSYCHOLOGISTS Vol. 1, 1972   Vol 2, 1974
Published by Oxford University Press, Editor by T.S. Krawiec

In General Psychology, the two volumes are offered to the students as an additional reading for which they receive bonus credit.

The following is presented to the students: autobiographies, in a manner of speaking, offer mirrors in which students can study their own self reflections of persistence, hard work, effort and self-discipline. By reading about the persons in these volumes and the way they are immersed in their work, the learner may be infected with a kind of zest to know about things psychological and thereby ultimately to become a real student. Basically this may be one of the better ways to teach students and their learning about psychology.

A short paper (about 2 pages typed) on each person can receive as much as .5 depending on the quality of your essay. Thus, all 23 essays can earn for you 11.5 points added to your final grade. You may do as few or as many reports as you wish. In your paper indicate what is the main theme expressed by each contributor as she or he views and interprets psychology. How does that compare to your view as you learn psychology from the chapters of your text and lectures?

All papers are graded by the instructor.

In the course entitled LIVING PSYCHOLOGISTS, the students listen to one tape per week. They also read the psychologists and write evaluative papers each week comparing the published accounts with the interview as presented on the tapes. Finally, the student is to select one individual and become completely immersed in the researches and writings of this model. The end product is to produce a manuscript on that individual.

This being the first attempt of teaching this course, the evaluation will come at the end of the semester.

Persons interested in obtaining the current list of psychologists who have been interviewed may contact me.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology for advanced courses. Freshman can take the introductory course.

Number of students who participate in innovation per year: 4
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3,600

Approximate amount needed each year to support ongoing project = $ 1,800

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify): **will be available at the end of current semester**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 22 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:
Title: **T.S. Krawiec**
Department: **Skidmore College**
Institution: **Saratoga Springs, NY 12866**
Address:

Telephone: (Area Code) 518 Number: 584-5000 Extension: 332

USING STUDENT'S "QUESTION CARDS" AS MID-TERM AND FINAL EXAMINATION ITEMS

General Psychology

In undergraduate sections of Introductory Psychology, in which the course content is presented under eight discrete topic headings, students are instructed to turn in one 3 X 5 "Question Card" for each course heading (e.g. personality, perception, etc.). Each question card reports the topic heading and a four-choice multiple choice question, with the source of the question and its answer on the reverse side. Students receive ten course points for turning in a complete set of eight cards. The cards themselves are gathered into an item pool from which 2/3 of the mid-term and final examination items are selected.

The course itself is based on a maximum point scale of 100 points. Question cards are worth ten points, and the mid-term and final examinations carry a value of thirty points each, as does a term paper. All course requirements are mutually exclusive and the student's grades are the sums of all accrued point values.

Students (approximately 130 thus far) have received the course arrangement enthusiastically. Student reports indicate their satisfaction with having contributed directly to course examinations, through their contributions of the question card items.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 130
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Charles C. Larson, Ph.D (part-time teaching faculty)
Title: Clinical Coordinator: Children's Partial Hospitalization*
Department: Social Science (Psychology)
Institution: Anne Arundle Community College
Address: Arnold, Maryland 21012

* full-time position, Mount Vernon Center for Community Mental-Health

Telephone: (Area Code) Number: Extension:

THE ROLE OF UNDERGRADUATE TEACHING ASSISTANTS IN INTRODUCTORY PSYCHOLOGY

Introductory Psychology

Six years ago our Department of Psychology initiated a program for utilizing undergraduate students as teaching assistants in the introductory course sequence. Although our program is still in a fluid state, we can now confidently bear witness to the fact that undergraduate TAships can facilitate and improve undergraduate education.

The assistantship program ties into a fairly traditional one-semester introductory psychology course of around 1200 students, of whom 50% are freshmen. There are four large lectures/week, and one seminar meeting of 10-15 students/week. The major responsibility of the TAs is conducting these weekly seminars, whose overall purpose is to provide students with an opportunity for independent thinking, developing insights, and for expressing and discussing their own ideas and questions regarding course materials. 30% of the students' final grade is based upon their performance in seminar and on seminar-based assignments.

A policy has been established giving TAs substantial free rein as to the content of the seminar. Many elect to explore a single "in-depth" psychology topic for the entire semester. The introductory students then pre-select their seminar from a list of topics offered by the TAs. TAs are permitted to assign paperback books or journal articles for the purpose of stimulating discussions. They seldom raise questions which have definite answers; this is consistent with the objective of the seminar meetings, which is to stimulate discussion and thought. Routine questions on lectures and reading materials are handled efficiently at the beginning of the hour, or during the TA's two office hours/week. TAs also help writing and grading questions for the course exams. They must attend a weekly seminar on teaching, where they share their problems and successes often through video tapes of their classes.

We have concluded that junior and senior majors have the most success as teachers, and one of the best predictors of how well any student will perform in the course is how his teacher performed in the same course. All our TAs have a high grade average, and heavy weighing is given to those juniors or seniors applying who received an A or A+ in the course.

We have experimented with many incentive systems for the undergraduate assistants, and have finally settled on a program whereby the first time an undergraduate teaches any given course he/she recieves 4 hours of credit. If the TA is asked back to teach the same course, he/she receives a stipend equal to tuition and fees for that semester (but no course credit). We ask back approximately 2/3rds of our assistants, and expect more from them their second time around in terms of helping the junior assistants. There seems to be a substantial improvement in the quality of teaching the second time, and it is difficult to arrange for a graduate student to teach introductory seminars more than once.

What are the effects on the students of using undergraduate assistants? When faculty review the videotapes of undergraduate and graduate TAs teaching, there is no significant difference in quality. Students' ratings have consistently shown that undergraduate TAs are rated higher than graduate assistants on all evaluative dimensions.

Lastly, what effect does the program have on the undergraduate TA himself? We find that almost without exception, the students say that the teaching experience was the high point of their undergraduate career, and report that teaching has given them a greater understanding of psychology that has helped them in other courses, honors theses, graduate record exams, and graduate school. Furthermore, graduate schools seem pleased to inherit pre-trained teaching assistants. Many high quality students who did not consider careers in college teaching previous to their teaching experience, have now changed their orientation.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Minimum of "B" cumulative average and an "A-" in Introductory Psychology

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 8 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0 unless TAs are paid

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 16,000

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☐ Urban
- ☒ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☐xLiberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Dr. James B. Maas
Title:	Associate Professor
Department:	Psychology
Institution:	Cornell University
Address:	Ithaca, N.Y. 14853

Telephone: (Area Code) 607 Number: 256-6302 Extension:

SYSTEMATIC DESIGN AND IMPLEMENTATION OF AN INTRODUCTORY PSYCHOLOGY COURSE

Introductory Behavior Analysis

The introductory psychology course at Western Michigan University is an educational technology success, which has improved over the years, and presently serves an average of 1200 students per semester, while only requiring the time of one faculty member. A complex hierarchy of teaching apprentices and advanced teaching apprentices, working for credit, and undergraduate and graduate paid assistants administer and evaluate the course, and offer input for its modification.

The content of the course includes readings in the study of behavior, supplemented by comprehensive study objectives and tested daily with small quizzes. An experimental rat lab offers practical application of the principles. The design of the course and staff structure are based on the principles of behavior, in that each policy is weighed for reinforcement benefits for students and staff, and changes or decisions are usually made with respect to the predicted behavioral outcomes of such a consequence.

Employment of a staff of approximately 70 students requires effective contingencies feedback and consequences. All staff are monitored by other staff members and/or the instructor, with itemized job checklists, plus a "verbal feedback" section, where appropriate actions are reinforced with praise, followed by specification of any errors, referred to as "points to reconsider."

Two concepts are stressed; one, all decisions or changes must be specified in writing and incorporated into the course information manual, in keeping with the specification, observation and consequation of all actions, and two, "appropriate" feedback is essential, defined as prompt, constructive comments, emphasizing good points as well as poor.

One of the newest course features is a computer grading system, in which the test scorer is interfaced with a teletype, allowing direct access to the university PDP/10 computer. Daily printouts are obtained with students' scores, absences, lab scores, bonus points, and weekly/overall totals. In addition, the computer compiles a detailed error analysis, giving the mean percent correct for each question, plus an item analysis of each choice in questions with less than 80% correct.

Every aspect of the course receives extensive evaluation from the students, including lectures, textbooks, lab work, movies, and overall course features. The results are used each semester to recycle through the rationale and effectiveness of each component of the course, so that it approximates a self-maintaining, perpetual-improvement system.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Must sign up for Introductory Psychology at Western Michigan University

Number of students who participate in innovation per year: 2500
How long has the innovation been in effect? 9 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 40,000

Approximate amount needed each year to support ongoing project = $ 25,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Staff evaluations, all objective measures of student performance**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 21,000 **undergraduates, not relevant to grads**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Richard W. Malott, Ph.D.**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Western Michigan University**
Address: **Behaviordelia, Inc.**
316 DeHaan
Kalamazoo, Michigan 49007

Telephone: (Area Code) 616 Number: 382-6398 Extension:

SELF-PACED COURSE IN INTRODUCTORY PSYCHOLOGY

Introductory Psychology

This introductory course was adapted to Keller's Personalized System of Instruction (PSI). Students mastered the material in each unit of the course before moving on to the next.

Results indicated superior learning and more positive course attitudes in PSI-taught students compared to students taught with traditional methods.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 75-100
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $_______

Approximate amount needed each year to support ongoing project = $_______

Normal
course
expenditures

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 9
Number of senior majors in the department 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2100

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify).

INNOVATOR DATA

Name: Charles J. Morris
Title: Associate Professor
Department: Psychology
Institution: Denison University
Address: Granville, Ohio 43203

Telephone: (Area Code) 614 Number: 587-0810 Extension: 406

AN ASSESSMENT OF PSYCHOLOGY AND THE ARTISTIC PROCESS

General Psychology

New course content has been developed which will be interdisciplinary in nature in expectation of providing a more holistic educational experience for students in the fields of Psychology, Art and Education. The long term goal is to help students who will be teaching in these disciplines develop more effective programs, structured in a framework which stresses the important interrelationships of the disciplines.

Student enrollment is drawn from the three disciplines so as to provide a representative class composition. Such diversity provides an opportunity to develop individual self concepts and obtain new insights through confrontation with new perspectives.

In keeping with the purposes of the course, the learning experience is structured so that the student will (1) develop an awareness of the history and theory of Psychology and Art so that he may place his own experience within a structured framework; (2) understand the developmental nature of the artistic experience; (3) examine the lives and works of artists for deeper awareness of the psychological processes which function in artistic activity; and (4) encourage and develop the individual student's own creative capacities.

The following is a brief outline of the course.

1. An historical perspective.
2. Theoretical perspectives: Psychoanalytical, perceptual, information and communication, homeostasis, humanistic.
3. Developmental perspective.
4. Study of the artistic process through the lives and works of artists: Bosch, Van Gogh, Kurelek.
5. Personal creative growth: Creativity testing, the drug issue, Zen and T.M., creative experiences in a variety of media, self-actualization.

Throughout the course the material under consideration is analyzed and discussed from the perspective of the three disciplines. Students from each of the fields volunteer to prepare a contribution to the area of current concern in addition to the Instructor's preparation. This procedure promotes discussion and communication across the disciplines.

The course is taught Fall term to 30 undergraduate students and Spring term to 50 graduate students. The course meets one night a week for a two and a half hour period. This concentrated block of time allows for an initial "warming up" period, presentation of material and ample time for discussion to grow and develop in depth. The "warm up" period provides an opportunity for synaesthetic experience. A variety of physical motor skills are utilized (frequently to music) which serves to promote relaxation and stimulate an open approach to conversation. Frequently, the evening ends with a period of quiet creative activity where students model clay, sculpt with wire or draw; each leaving class when he feels his work is completed.

Student evaluation is obtained from a "mini-thesis" (a written paper or an artistic creation) which is presented to the class and then placed on exhibit in a small gallery visited by interested campus members. Course evaluation is obtained by student responses to a departmental questionnaire.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): Graduate students

Prerequisites for students who participate in innovation: Psychology 100

Number of students who participate in innovation per year: 80

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 28
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Patricia L. Musick
Title: Assistant Professor
Department: Psychology
Institution: SUCO Oswego
Address. Oswego, New York 13126

Telephone: (Area Code) 315
Number: 341-3165
Extension:

MASTERY CRITERIA AND "SELF-PACING" IN UNDERGRADUATE COURSES

General Psychology (other courses will be added)

Students are required to meet a 90% correct criterion on written fill-in-the-blank tests covering 12 units of textbook material in order to receive a grade of A. Other grades (B,C,D,F) are given, if earned, but criteria for non-A's are not defined to the student. Instructor generated behavioral objectives are prepared for each unit. Students are allowed 3 attempts per unit to meet the 90% criterion. (Beginning in Fall, 1975, students will be allowed 6 attempts). Students must pass the units in sequential order and must progress at a minimum pace, although they may and often do work ahead. Currently grading is done by the instructor (overnight), however, beginning in the fall, student proctors will be used to give immediate feedback on tests. Lectures are optional and cover the texbook material.(About 50% of the students attend these lectures.) Occasionally other lectures are provided which do not cover the text material and are not tested. Attendance to these lectures, which are announced ahead of time, is about 80%.

In the Fall Semester, 1974, 36 students received A's, 24 B's, 7 C's, 4 D's, and 2 F's. Eight students dropped. No comparisons to other types of teaching have been made as yet, however, plans are being made for such comparisons next fall.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 160
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0.00

Approximate amount needed each year to support ongoing project = $ 0.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 13
Number of senior majors in the department: 72 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	George W. O'Neill, Ph.D.
Title:	Assistant Professor
Department:	Psychology
Institution:	Clemson University
Address:	Dept. of Psychology Clemson University Clemson, S.C. 29631

Telephone: (Area Code) 803 Number: 656-3212 Extension:

General Psychology

Experimental use of the Keller plan for introductory psychology at a small community college was not successful; too many students were not"self-starting."

One-semester material is divided into 7 units, each unit runs two weeks. Some 90 pages of text (using Buss: Psychology: Man in Perspective) and one chapter of the CRM Film Guide to Psychology Today Films constitutes reading assignments. A two-week unit includes 6 class periods of 50 minutes each. The 1st, 3rd and 4th periods are lecture/discussion. The 2nd period is devoted to a film. The 5th period is for a test, and the 6th period for a retest. A test consists of 30 objective questions, 25 based on the main text, and 5 on the film and film guide. Test answers are recorded on a half-page mimeographed sheet, and scored by template before the student leaves the class. Students are encouraged to study test results before leaving, to have a learning experience.

For the first three units, students are required to score at least 24 out of 30 on the test to be exempt from the retest. After mid-term, students are "on their own" in deciding on retest. There are three (3) retests for each unit. Students desiring to take even a third test may do so, outside of class, by seeing the instructor during office hours.

Final grade is based on the 6 highest unit scores; the unit score is the highest test score achieved up on to 3 tests per unit. Additional points may be earned by submitting a minor project (10 points) or a major project (20 points). Only student achieving at the "C" level are privileged to submit projects for extra points.

This structure carries students who are not self-initiating. Minimum score requirements for the first half of the semester insures students understanding how the program works. Shifting full responsibility to the student during the second half emphasizes student responsibility for own education.

Instant scoring, and immediate study of test results, provides feedback and ongoing awareness of grade status. A student can set own goal for grade, and work to that level with continuous grade knowledge.

The 6th class period for retest is intended as an incentive; a high score on the first test makes attendance of the 6th session optional. The extensive use of films provides some insights into experimental procedures, and identifies some well known psychologists to the students. This format enables use of a rather sophisticated text, at a small community college, for a one-semester course. Student appraisal is that the course is tough but fair.

An improvement would be to use less class time for tests, allowing more discussion time, and have considerable test-options outside class at convenient hours.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

College admission

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ no special funds

Approximate amount needed each year to support ongoing project = $ no special funds

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1 full time, 5 part time
Number of senior majors in the department: N/A (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 500 full time, 1600 part time

Characteristics of Institution

☒ Public-~~City~~ county
☐ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Robert N. Rea
Title:	Assoc. Professor of Psychology
Department:	Social Science Dept.
Institution:	Charles County Community College
Address:	La Plata, MD 20646

Telephone: (Area Code) 301 Number: 934-2251 Extension: 34

STUDENT-ASSISTED-INSTRUCTION IN COMMUNITY COLLEGE INTRODUCTORY PSYCHOLOGY

General Psychology

A course in introductory psychology, one semester in length, involving 100 students was conducted with the help of six student assistants.

The assistants were advanced psychology students enrolled in a course in Special Projects; they earned from 1 to 3 semester hours credit for their efforts. Their primary responsibilities included the following: administer examinations, staff a learning center for examination retakes, conduct weekly help sections, issue chance coupons and bonus points, contact low-scoring class members to encourage and stimulate improvement, and provide individual assistance when needed. The general approach could be described as a modified unit mastery system with strongly humanistic overtones.

Follow-up evaluation indicated favorable attitudes on the part of all concerned and a reduced drop-out rate in comparison to other introductory psychology sections.

A more complete description of this innovation may be found in the April 1974 issue of the American Psychological Association Division on the Teaching of Psychology Newsletter.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): all introductory psychology students

Prerequisites for students who participate in innovation:
Students in Introductory Psychology: None
Student Assistants: General Psych and one additional course in Psychology, with a grade of B or better

Number of students who participate in innovation per year: 500
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: $5\frac{3}{5}$
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

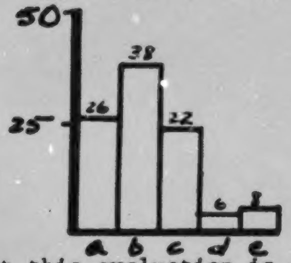
Name: Dr. Richard D. [illegible]s
Title: Professor and Chairman
Department: Psychology
Institution: Glendale Community College
Address: 6000 West Olive Avenue
Glendale, Arizona 85302

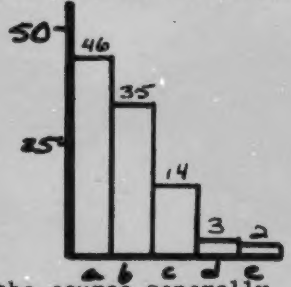
Telephone: (Area Code) 602 Number: 934-2211 Extension: 269

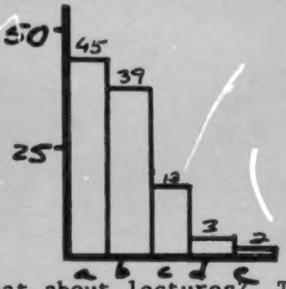
AN "UNCONVENTIONAL" LECTURE COURSE IN INTRODUCTORY PSYCHOLOGY

The implication of many studies reporting student preference for individual, self-paced courses compared to "conventional" lectures is that lectures are an inferior expedient. My evaluation results suggest otherwise. Once each week, 900 introductory psychology students meet in a large auditorium for a lecture given either by me or an invited lecturer. Two other hours per week are spent in discussion sections of 25-40 students distributed among 14 teaching assistants. The structure of the course is conventional, but the student response is not. The following graphs show student evaluations at the end of the course for each of the past three years to the following items:

> If a friend of mine asked me whether he should take the course next year, provided it would be taught the same way, I would: a) recommend strongly that he take the course, b) recommend with reservations that he take the course, c) recommend neither for nor against taking the course, d) recommend with reservations that he not take the course, e) recommend strongly that he not take the course.

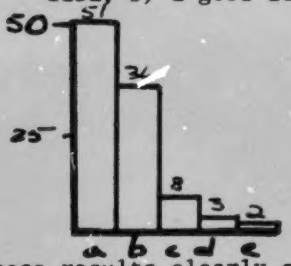


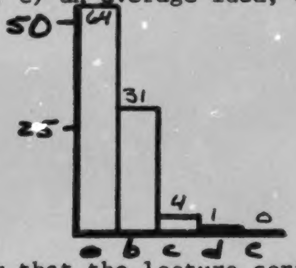


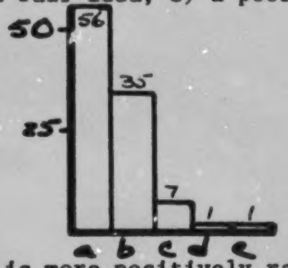


But this evaluation is of the course generally. What about lectures? The evaluation item for lectures is as follows:

> Inviting guest speakers from this and other universities is: a) an excellent idea, b) a good idea, c) an average idea, d) a fair idea, e) a poor idea.







These results clearly show that the lecture series is more positively rated than the course in general. These results do not suggest that individualized instruction is not valuable. But rejection of lecture course formats cannot be justified by assuming a negative student reaction. Lectures can be (and in our case they are) the most popular part of an introductory course.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 900
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 5000

Approximate amount needed each year to support ongoing project = $ 5000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 250

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	David V. Reynolds
Title:	Assoc. Professor
Department:	Psychology
Institution:	University of Windsor
Address:	Windsor, Ontario, Canada N9B 3P4

Telephone: (Area Code) 519 Number: 253-4232 Extension: 757

COMPUTERS AND PSYCHOLOGY

General Psychology

This course attempts to show undergraduate students, at an introductory level, the interaction between psychology and the disciplines of computer science and mathematics. The course is divided into three general sections: the computer as an aid in data analysis, the computer as an aid in simulations of psychological processes, and the computer as a control device in the experimental laboratory. Subject matter and examples in each of these areas are introduced briefly in class and then students are assigned computer projects which illustrate the topics. The emphasis is upon first understanding a given psychological question or problem, and then developing computer solutions. Examples of topics covered are: analysis of clinical test data, use of the computer in CAI, use of a computer terminal to present verbal learning materials and record outcomes, simulations of mathematical and information-processing models of memory and concept identification, on-line control and recording of reaction time experiments. As a prerequisite to the course the students should have an introductory knowledge of either FORTRAN or BASIC. Elements of list-processing language (LISP) and an assembly language for a mini-computer are taught during the course. Students find that the programming projects required each week have the effect of translating abstract psychological concepts into sets of operations that can be manipulated and thus understood.

The course to date has been limited to a maximum of 15 students, and 8-10 have participated each of the two times it has been taught. It requires as equipment an easy access to a computer which supports both algebraic and list processing languages, and to an on-line computer facility in the psychology lab. Thus it is a specialized course, but has been successful in meeting the objective of getting students involved with both psychological theory and experimental methods on a "hands-on" basis which they feel is both challenging and rewarding.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: A prior course in computer programming.

Number of students who participate in innovation per year: 9
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $________

Approximate amount needed each year to support ongoing project = $________

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 22 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2400

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): 4-1-4-3 (summer-term, 12 month calendar)

INNOVATOR DATA

Name: James H. Reynolds
Title: Director, Division of Natural Sciences and Mathematics
Department: Psychology
Institution: Colgate University
Address: Hamilton, New York 13346

Telephone: (Area Code) 315 Number: 824-4226 Extension:

A MODULAR LABORATORY TO ACCOMPANY INTRODUCTORY PSYCHOLOGY

General Psychology

This modular laboratory program is designed as part of the general psychology course at Gustavus Adolphus College. The program has two primary objectives. First, each student is to have "hands on" experience in two or three major subspecialties in psychology and be exposed to the research methodologies in those areas. Second, the program is designed to individualize instruction in the first course which otherwise is taught in large, lecture-demonstration sections.

The modular laboratory allows each student to select 2 - 3 labs from a list of 14 to 16 modules, divided into four major experimental areas. Average laboratory size is 25 - 30 students. Laboratory modules carry weights of 25 or 50 points. Modules weighted 25 last two or three weeks and those weighted 50 last four or five weeks. Almost all modules are set up on an "open lab - self paced" basis with lab facilities open from 7 a.m. to 10 p.m. each weekday. Students select 75 lab units distributed in two or three experimental areas.

Most of the faculty members in the department (N= 7) participate in the program, supervising modules in their specialties. Upperclass psychology majors assist in most modules and provide general supervision for the "open" lab. Current laboratory modules (spring, 1975) are as follows:

Group I - Human Learning and Performance

Lab 1 - Tip of the Tongue - An analysis of human memory and information retrieval.
Lab 2 - Language and Cognition Build-a-Lab - The development of programs to run verbal learning experiments on remote computer terminals.
Lab 3 - Assoc. Values and Verbal Learning - Classic experiments using nonsense trigrams.
Lab 4 - Massed vs. Distributed Practice - Another classic, using pursuit rotors.

Group II - Comparative and Physiological Psychology

Lab 5 - Operant Learning - The rat and the S Box.
Lab 6 - Brain and Behavior - Students make lesions in hippocampus of rat and study effects.
Lab 7 - Agonistic Behavior in Mice - A series of ethological and experimental studies.
Lab 8 - Imprinting in Waterfowl - A Lorenzian lab using ducklings.
Lab 9 - Learning in Goldfish - Classical and operant learning in fish.

Group III - Sensation and Perception

Lab 10 - Eye of the Beholder - A look at perceptual selectivity.
Lab 11 - Visual Adaptation - Experiments using distortion lens.

Group IV - Social Psychology and Personality

Lab 12 - Social Power - Use of "games" to study power in groups.
Lab 13 - Tower Building - Social interaction in a cooperative project.
Lab 14 - The Group - Use of sociometry to analyze group structure.
Lab 15 - Let's Make a Test - Students participate in construction and standardization of mini-personality test.

INNOVATION DATA

The innovation involves:

☒ Freshmen	☐ Psychology Majors
☒ Sophomores	☒ Non-Majors
☐ Juniors	☐ Honors Students
☐ Seniors	☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 550
How long has the innovation been in effect? 1½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 5,000

Approximate amount needed each year to support ongoing project = $ 2,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2025

Characteristics of Institution

☐ Public-City	☒ Undergraduate level program
☐ Public-State	☐ Post-Baccalaureate Master's
☒ Private	☐ Post-Baccalaureate Doctoral
☐ Urban	
☐ Non-Urban	☒ Liberal Arts
	☐ Teacher Preparatory
☐ Men only	☐ Professional
☐ Women only	
☒ Coed	
☐ Community or Junior College	

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Timothy Robinson and Dr. John Kendall**
Title: **Professors of Psychology**
Department: **Department of Psychology**
Institution: **Gustavus Adolphus College**
Address: **St. Peter, MN 56082**

Telephone: (Area Code) 507 Number: 931-4300 Extension: 347 or 200

USING UNDERGRADUATES (INCLUDING FIRST-YEAR) AS TEACHING AIDES IN INTRODUCTORY PSYCHOLOGY

Introductory Psychology

Mills is a small college with a high priority on small classes, yet introductory psychology now enrolls 50 to 75 students each semester--small by other schools' standards but large where classes of 6 to 10 are not unusual. In an effort to provide a small-class discussion experience within the framework of the main course, I have experimented with sections--called "seminars"--planned and operated by undergraduate TAs. I began with sections modeled after those at Stanford: students were required to choose from one of several "topic" sections, organized by TAs around topics of their choosing, to meet once a week for discussion.

Senior psychology majors of demonstrated ability were asked if they wished to be TAs until enough had chosen to do so. They were given some initial suggestions for choosing topics and planning readings, etc. and met with me every week or two during the semester (once a week the first time, at somewhat greater intervals in the two succeeding semesters). TAs received one-course credit under an independent study number, with the title "Teaching Practicum in Psychology".

All concerned have been pleased with the results. A few problems the first time represented failures of communication; the primary one was that the TAs worked too hard at being instructors rather than discussion facilitators as I had envisioned, but the students were also a bit uncertain about what to expect. The second time, TAs were specifically told that they need not try to be fully expert--to be able to answer any questions, for example. Students in the class were told that these seminars were experimental, that they were intended to be for their benefit, and that their success depended on their own attendance and participation; the role of the TAs was also made clear to them. Under these conditions, the TAs were more comfortable, the students actively assisted in developing discussions, and both were pleased with the results. In addition to the expected benefits, the TAs gained new insight into the instructor's role and at least one now plans to be a teacher who had not considered it before.

This current semester (Spring 1974-75) includes a further variation. One of the few criticisms of the seminars was that some students had enough difficulty with the basic material and felt they would have preferred a review/study section rather than a topic/discussion one. So I added two such sections. Rather than ask the senior majors to review introductory, however, I asked a couple of students who had just completed the course with high grades to be TAs. (Only one of them plans to be a psychology major.) All reports so far on these are very favorable. A few upper-class students have been a bit surprised to find themselves being taught by a first-year student, but the role expectations and the demonstrated knowledge of the TAs has kept this from being a problem.

I expect to continue working with variations of this system. (Some notes on the earlier versions are included in Ruch, *The Instructor's Handbook*, Harcourt, Brace and World, available to those using the sixth edition of Hilgard, Atkinson and Atkinson's *Introduction to Psychology*.)

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: Demonstrated competence in psychology, whether in the introductory course alone or in a number of courses, plus the motivation and maturity needed to attempt it.

Number of students who participate in innovation per year: Approx. 12 as TAs (125 as students)

How long has the innovation been in effect? 1½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ C

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): TA questionnaires and informal feedback (an effective system at a small school).

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3½
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 900

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's (but not in Psychology)
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. John C. Ruch
Title: Assistant Professor of Psychology
Department: Psychology
Institution: Mills College
Address: Oakland, Ca. 94613

Telephone: (Area Code) 415 Number: 632-2700 Extension: 287

STUDENT GENERATED MULTI-MEDIA SHOW ENTITLED "INTRODUCTION TO PSYCHOLOGY"

GENERAL PSYCHOLOGY

OBJECTIVES OF INSTRUCTOR: 1. To test the assumption that learning of psychology would be increased by a course emphasizing actual creation of visuals.
2. To develop procedures for actively involving students with psychology.
OBJECTIVE OF STUDENTS: To produce a multi-media "Introduction to Psychology" for freshmen.

METHOD:
1. A grant of $50.00 was obtained from the Director of OSU-Newark for an experimental section of introductory psychology emphasizing use of Super-8 and slide film. Super-8 and slide cameras, projectors and film editors were owned by the department.
2. On the first class day, the 35 students were assigned to create their idea of psychology from the following materials: clay, paint, crayons, pipe cleaners, construction paper, assorted office supplies and magazines.
3. During the first half of the quarter, they were frequently asked, as individuals and small groups, to construct visual representations of perception, motivation, and development by means of slides, transparencies, collages, etc.
4. At mid-term the instructor stated: "You have available 5 cartridges of Super-8 film. This will allow five groups to present visually their idea of psychology or an aspect of psychology they wish to select." Several students countered with: "Can't our whole class make one five-reel film about psychology?" The unanimity of class support for this resulted in immediate selection of a steering committee. The committee assigned sections of the Hilgard and Atkinson text to 8 groups of students.
5. They instructed groups to select significant concepts; then film them appropriately, in Super-8 or color slide film.
6. The resultant show was presented on five screens; each of the following text divisions were dealt with in order: Psychology as a Science, Development, Perception, Learning, Motivation, Personality, Mental Health, Social Psychology. Screens One, Three and Five showed color slides; screens Two and Four had Super-8 movie film. The diverse concepts were given thematic unity by the use of two characters, Freud and a blond patient, played by two members of the class. A musical sound track also contributed a unifying note.

STAFF: Instructor, lab. ass't., colleagues consulted: Psychology, Biology, Art.

OUTCOMES:
1. Comparisons were made on content and attitude measures with a similar sized control group. Multiple-choice measure of content showed no difference.
2. Attitude change measured by a 12 scale semantic differential on "PSYCHOLOGY," showed no significant difference; however, experimental group made 6 more positive shifts than did control group.
3. Each student's written evaluation of the quarter's experience related positively to one or more of the following: achievement motivation, cognitive motivation, interpersonal learnings.
4. The resulting 5-screen presentation has been shown to successive Introductory classes, and to High Schools and other groups.
5. Pre-post tests of introductory students indicated the show increased by 50% awareness of areas of psychology.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ Approx. $10.

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 2
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 815

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Ruth Scott**
Title: **Assistant Professor**
Department: **Psychology Department**
Institution: **The Ohio State University-Newark Campus**
Address: **Newark, Ohio 43055**

Telephone: (Area Code) **614** Number: **366-3321** Extension: **227**

INTRODUCTORY PSYCHOLOGY: SHOULD IT BE TAUGHT AS A GENERAL SURVEY COURSE?

General Psychology

A recent national study sponsored by the APA (Kulik, 1973) concluded that the introductory course is a nearly universal offering at colleges and universities throughout the country. Although numerous articles have been published on instructional methods, very few have questioned whether introductory psychology should even be taught; or, if it is taught, whether it should be taught as one general survey course.

It is recommended that the traditional survey be replaced in many schools by lower-level content courses offered in specific areas. One possible set of such courses would be as follows: Psychobiology and Conditioning; Human Intelligence, Thought and Memory (or Human Information Processing); Life-Span Growth and Development; and Personality and Social Behavior.

A four-year follow-up evaluation of such a program was made by 100 Monmouth College (Illinois) students. These results were then contrasted with a similar evaluation made by 220 Clemson University undergraduates of their traditional general psychology course. In addition to rating their respective introductory courses, all respondents stated their preference for either a general survey or a topical format and all completed a scale measuring their attitudes toward psychology.

While the first college psychology course was rated favorably by students at both schools, the students at Monmouth rated their topical introductory courses significantly more highly than students at Clemson rated their general survey course ($p < .01$). This difference was obtained in spite of the fact that (a) the two schools have comparable class sizes, (b) the students at Clemson received the higher course grades, and (c) the content of the topical courses was rated as more difficult than that of the survey course.

When asked to state their preferences for one or the other of the course formats, the majority of students were receptive to and indicated a preference for the topical introductory format. Monmouth students, who were very familiar with the topical emphasis, rated this format significantly more favorably than did the Clemson students ($p < .01$).

Finally, students at both schools expressed moderately favorable attitudes toward psychology in general. While students at Monmouth expressed more favorable attitudes than did Clemson students ($p < .05$), it is impossible to determine from the present data how much influence the first college psychology course had on these students' attitudes.

In conclusion, both types of introductory courses are doing a good job of socializing new students into the field of psychology. Both types obtain good student evaluations and help produce favorable attitudes toward the discipline. Nevertheless, the topically oriented courses received the superior rating on all evaluative criteria in this study. Therefore, it is recommended that the introductory course at many institutions be restructured into lower-level topical courses with each course covering a major area of knowledge and providing for an in-depth study of basic psychological processes. As far as the educational consumer is concerned, the topical introductory course cannot be ignored.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $0.00

Approximate amount needed each year to support ongoing project = $0.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department: 75 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David J. Senn, Ph.D.
Title: Associate Professor of Psychology
Department: Department of Psychology
Institution: Clemson University
Address: Clemson, S.C. 29631

Telephone: (Area Code) 803 Number: 656-3210 Extension:

THE USE OF ALTERNATIVE GRADING SYSTEMS IN INTRODUCTORY PSYCHOLOGY

General Psychology

Three different procedures were used for evaluating students in an introductory psychology course. A total of 180 students met together for two lecture hours per week. In addition they met for one hour per week in tutorial groups of size 20. All evaluations took place in the small groups with the exception of common mid-term and final examinations. Grading Procedure I required students to write eight ten-item multiple-choice quizzes and three 500-1000 word papers over the 25-week course. Both the quizzes and papers could be rewritten once if students were unhappy with their performance. Grading Procedure II permitted, but did not require, eight quizzes and three papers. If the student did not write the quiz or paper on the specified data the weighting of the mid-term and final examinations were increased proportionally. Grading Procedure III allowed the student to submit for evaluation whatever type of work he wished (quizzes, papers, class presentations, laboratory projects, field observations, etc.) The quantity of such work was not specified (some students chose to base their entire grade on the mid-term and final) but it was required that they establish within the first two weeks exactly what they would submit, when they would submit it and the weighting it would be given. The minimum value of the mid-term and final combined was 45% for all students, though it was considerably higher for some. Final examination scores are not yet available, but performance on the mid-term examination was not significantly different for the three procedures. Students were asked to submit course evaluations at mid-term. Students under Grading Procedure III gave significantly higher ratings to the item on grading procedures than did the others. This effect did not carry over to ratings of the course as a whole.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 180
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 35
Number of senior majors in the department: 120 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): Full Year

INNOVATOR DATA

Name: Ronald L. Sheese
Title: Assistant Professor
Department: Psychology
Institution: York University
Address: 4700 Keele Street,
Downsview, Ontario

Telephone: (Area Code) 416 Number: 667-2592 Extension:

THE USE OF VIDEOTAPE IN INTRODUCTORY PSYCHOLOGY LECTURES

General Psychology

Short videotape segments (30 seconds to 5 minutes) have been prepared as examples of important points to be presented in the Introductory Psychology lectures. These are used in much the same way that others use slides to illustrate their lectures. Because the segments are on videotape rather than film they are less costly to produce and much more flexible in terms of editing and presentation. Examples of motor and cognitive development in young children are particularly easy to obtain. Tapes to illustrate the various conditions in complicated experimental designs are very useful. Perhaps the most interesting usage is asking introductory students to replicate a subject or two in an experiment they are studying and to prepare a videotape of this. These tapes make good lecture examples, but are also highly instructive for the student experimenters. The innovation has been judged successful and is continuing on the basis of the large number of students who comment positively about the videotapes on the course evaluations they submit.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: _____
How long has the innovation been in effect? _____ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 35
Number of senior majors in the department: 120 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): full year

INNOVATOR DATA

Name: **Ronald L. Sheese**
Title: Asst. Professor
Department: Psychology
Institution: York University
Address: 4700 Keele Street
Downsview, Ontario

Telephone: (Area Code) 416 Number: 667-2592 Extension:

Introductory Psychology

The objective was simply to provide an laternative to the traditional three lecture per week approach to teaching introductory psychology. We decided on the independent study format in which the text was divided into units of manageable size (no more than 30 pages each) and multiple forms of quizzes for each unit were constructed. We now have 6 forms for each unit with each quiz including several different types of items.

Students have three chances to pass each unit - with a score of 80% constituting a pass. The number of units passed in conjunction with the score on a comprehensive final determines the final course grade. The total number of units is divided into 4 Blocks of 6 units each. Students can proceed at their own pace within each Block, but there are deadlines for passing each Block (passing a Block means passing 3 of the 6 units). Those failing to pass a Block by the deadline must withdraw from the course. There is no restriction on rapid progress through the course and students who are ready may take their final a month before the end of the semester.

Quizzes are administered, scored and discussed by upper-class Psychology majors who serve as proctors and earn 2 academic credits for a semester's service. Proctors are chosen from among those who apply on the basis of breadth of experience and quality of performance in psychology course work as well as judgments of staff members concerning responsibility and ability to work with students. We generally have 2 instructors and 12 proctors to service the 2 sections (about 100 students) which are offered in this format each semester. This is the third year of the project.

Academic performance as judged by performance on final exams has not differed significantly from that of control groups. Student evaluations are generally enthusiastic and proctors feel taht they learn a great deal about psychology and about teaching from the experience. Problems include the fact that we are uncomfortable about the excessive number of As, there is too much various in the skill of the proctors and not enough contact between students and instructors. We are currently exploring solutions to all of these problems.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $

Approximate amount needed each year to support ongoing project = $

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): proctors write an over-all evaluation

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 14
Number of senior majors in the department: 48 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. W. Shepard
Title: Assoc. Professor
Department: Psychology
Institution: State University College
Address: Fredonia, NY 14063
Also participating: Dr. T. Rywick, Dr. D. Hess, Dr. J. Peterson, Dr. A. Popp

Telephone: (Area Code) 716 Number: 673-3123 Extension:

REDESIGN OF AN INTRODUCTORY PSYCHOLOGY COURSE

General Psychology

Our Psychology Department was faced with the problem of increased enrollment without any prospects for additional teachers. We sought to develop a course which would have educational validity, and still handle a great many students. At the present time, we are in the midst of a design which we hope will satisfy these two problems. The proposed course would consist of three separate weekly meetings for each student. The first of these would be a large lecture holding approximately 350 students. The second would be a small group fo 22 students. The final meeting would be in a group of 44 students. The large lecture is intended to introduce the topic or unit to be considered for the week. There will be no attempt in this to convey a great deal of information. Instead, the intention will be motivational. During the second meeting, students will be exposed to a wide variety of experiences including laboratories, class discussions, demonstrations, etc. Some testing, as well as viewing movies, TV tapes, and discussion will take place during the third meeting. The 700 students enrolled in the course will be taught by just three instructors. A minimum of 12 undergraduate teaching assistants are also used to assist with the two smaller size groups. An important feature of the course is the development of a study guide which is designed to assist the student to understand the expectations of the instructors for each of the sections or units in the course. The study guide underscores the importance of particular points made in the textbook, fills in areas that the instructors regard as deficiencies, and prepares the student for material in each of the three meetings. Evaluation of the success of this project has been planned and will consist, in part, of a comparison of material learned in this format as opposed to a traditional format.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 700 per semester
How long has the innovation been in effect? 0 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 10,000

Approximate amount needed each year to support ongoing project = $?

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 14
Number of senior majors in the department: 300+ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Michael H. Siegel, Ph.D.
Title: Professor & Chairman
Department: Psychology
Institution: State University College
Address: Oneonta, N.Y. 13820

Telephone: (Area Code) 607 Number: 431-3223 Extension:

AN APPLICATION OF BEHAVIOR PRINCIPLES TO THE TEACHING OF GENERAL PSYCHOLOGY

General Psychology

Two classes of general psychology students served as subjects in an experiment designed to evaluate a Personalized Instruction technique. Another variable of concern was the personality of the individual. The students were tested on the Inner-directed scale of the Personal Orientation Inventory (Shostrom, 1966). It was predicted that the PSI group would perform better on tests than the lecture group and that the inner-directed individuals would score better on tests than the other-directed individuals. Seven senior psychology honors students served as proctors for the PSI class.

An eight o'clock class consisting of 83 students was chosen for the PSI and a nine o'clock class consisting of 108 students was chosen for the lecture course. In the lecture section the students had to attend lectures and take a test on each of four units and a midterm and final. The unit tests did not count on the grade and were, in effect, practice tests. The grades were determined from the midterm and final. *Understanding Human Behavior* by James McConnell was used as a text by both classes.

The PSI class was broken into seven groups ranging in size from eight to thirteen students and each group was assigned to a proctor. The PSI students had to sign a contract outlining their responsibilities and how they would be graded. The students had to complete four units and pass a midterm and final exam on this material. On each unit, the workbook that accompanied the text had to be completed by a deadline and approved by the student's proctor. Successful completion of the workbook was followed by a test over that unit. If the student made 85% or better he moved on to the next unit. If he made less than 85% he was retested on a different form of the unit test a maximum of four times. Any student failing all four forms was required to drop the course.

The PSI class had a midterm average of 41.74 and the lecture class a midterm average of 36.22 out of a total of 59 points. These means were significantly different, $t(175) = 6.313$, $p<.01$. The mean score at the end of the course was 126.60 and the mean of the lecture group was 117.75 out of a total of 161 points. These scores were significantly different, $t(166) = 3.73$, $p<.01$. In regard to personality, no differences were found in the grades of those students classified as inner-directed and those classified as other-directed on the POI. The students rated the workload as more difficult in the PSI class, and rated the teaching technique as more efficient than did the lecture class. There was a drop rate of 4.6% in the lecture class and 7.2% in the PSI class.

The proctors' URE percentile scores ($\overline{X} = 86.5$) were compared to honor students' scores ($\overline{X} = 74.93$) in the past three years and were found to be significantly higher, $t(18) = 1.817$, $p<.05$.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☐ Sophomores
- ☐ Juniors
- ☐ Seniors
- ☒ Psychology Majors
- ☐ Non-Majors
- ☒ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:
No prerequisites for freshmen.
Proctors must be Psychology majors.

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1000

Approximate amount needed each year to support ongoing project = $ 200

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 14
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4500

Characteristics of Institution

- ☒ Public-City
- ☐ Public-State
- ☐ Private
- ☐ Urban
- ☒ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Billy L. Smith	Robert Feese
Title:	Associate Professor	Assistant Professor
Department:	Psychology	Psychology
Institution:	University of Central Arkansas	University of Central Arkansas
Address:	Conway, AR 72032	Conway, AR 72032

Telephone: (Area Code) 501 Number: 329-2931 Extension: Smith: 234,334
Feese: 344,358

PERSONALIZED SYSTEM FOR MASS-ENROLLMENT COURSES USING INTERACTIVE VIDEOTAPES, WITH MASTERY CRITERIA, SELF-PACING AND EXTENSIVE INDIVIDUAL TUTORIALS

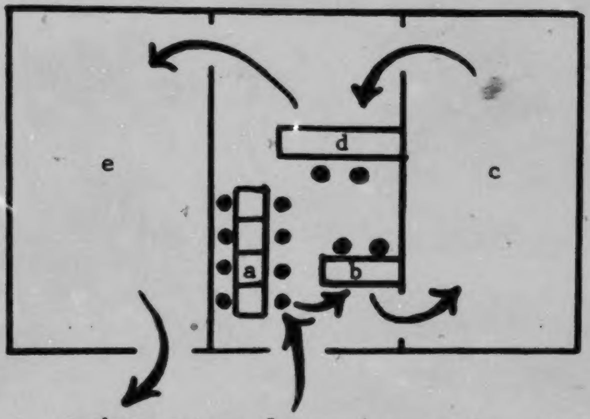
Introductory Psychology

Standard Personalized System of Instruction (PSI) courses are designed for small-to-moderate class sizes, using traditional text materials in unit format, a student-to-tutor ratio not greatly exceeding 10:1, with the course instructor in frequent attendance to help resolve ambiguities in content presentation as individual students and tutors run into problems. The staffing problem becomes insurmountable when a department wants to extend this plan to its mass-enrollment courses. Our innovation, which involves programmed content presentation with interactive videotapes, and a central instructional facility substituting for classrooms, allows the desired features of PSI (self-pacing with mastery, extensive personal contacts, attention to individual study problems) to be implemented for groups up to 1400. It works well for small groups, too.

The System: The student masters 10 successive content units in the one-quarter course. When study is completed on a unit, the student comes to the central instructional facility and requests an oral screening question from a teaching assistant (see figure). If the answer, and associated brief discussion, are judged satisfactory, the student then requests a written quiz form for that unit. If further preparation is necessary, the student sees a tutor first, who advises him/her on ways to study before coming in for another "attempt." The written quiz is taken in a quiet, proctored room with individual carrels, and is scored immediately upon completion. Every student then meets a tutor, and they retire to the tutorial room for further discussion, whether or not the 90% mastery criterion was achieved. The central instructional facility serves several PSI courses simultaneously, and is staffed by administrative assistants and work-study students, in addition to teaching personnel.

Content Presentation: The text and coordinated videotapes emphasize a simulated lab experience: the student continually records raw data, performs analyses and writes conclusions. With a frame-by-frame format, the student's responses are confirmed throughout each session. Preparation and extensions assignments are required for each videotape "meeting." Videotapes are available on a flexible schedule throughout the week, permitting students self-paced rates.

Tutors: Undergraduates who have excelled may enroll in teaching practica which include tutorial duties at the central instructional facility. The teaching staff may include as many as 75 peer tutors, along with the instructor and a few graduate student advisors. The practica also include a literature survey, tutorial training seminars and weekly staff meetings.



a. student enters for oral screening question
b. student requests written quiz form
c. student completes quiz in proctored carrel
d. student returns quiz for immediate scoring and meets tutor
e. student and tutor take carrel in tutorial area

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

admission into any degree program at Northeastern University

Number of students who participate in innovation per year: 2500
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $_______

Approximate amount needed each year to support ongoing project = $_______

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 17
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 35,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Michael Terman**
Title: **Assoc. Professor**
Department: **Psychology**
Institution: **Northeastern University**
Address: **Boston, MA 02115**

Telephone: (Area Code) 617 Number: 437-3791 Extension:

EXPANDING THE AVAILABILITY OF INTRODUCTORY PSYCHOLOGY THROUGH BROADCAST TELEVISION

Introductory Psychology

The primary objective of this project was to make the Introductory Psychology course conveniently available at home,.to students who could not or would not attend regularly scheduled class meetings on campus. Because the course had been taught on campus via closed circuit TV for several years, implementation of the new approach simply required upgrading the quality of the existing 28-tape lecture series and then airing the lectures on KYNE-TV, an ETV station located on the University of Nebraska at Omaha campus. Each week during the semester, two of the 50 minute tapes were broadcast with each of these lectures broadcast at two times - 10p.m. and 7:30 a.m. on Monday, Tuesday and Wednesday, Thursday combinations. Some of the students came to the campus once each week for a regularly scheduled 50 minute daytime or early evening discussion section led by a graduate teaching assistant. The three tests given during the semester were taken in these discussion sections. The discussion sections were intended to offer the students personal contact with someone who could answer questions concerning the lectures or the textbook assignments associated with the lecture topics. For these students, the course was exactly the same as the course taken by students watching closed circuit TV lectures on campus. Still another group of students watched the lectures at home, read the textbook assignments, and with the aid of an independent study manual, took the course without attending discussion sections on campus. These students were required to come to the campus three Saturday mornings during the semester to complete the course exams. Arrangements were made to give the tests to groups or individuals in off-campus locations if necessary, but it didnot become necessary. Offering the course in this non-traditional way did not require additional faculty, but one additional graduate assistant was requested in order to offer evening discussion sections. The only additional costs were those involved in developing the independent study manual. Tape production costs were not involved because the tapes were already in existence for use in the closed circuit course. The number of students taking advantage of the availability of lectures at home is hard to assess. In the fall semester of 1973, approximately 140 elected to register for lectures at home plus an on-campus discussion. In the fall of 1974, an additional 19 registered for the independent study course. However, 46 percent of the students enrolled for the closed circuit, on-campus course indicated they watched one or more of the off-campus broadcasts. Similar enrollments have been maintained in more recent semesters. A survey evaluation at the end of the fall 1973 semester indicated that 52% of the respondents preferred more off-campus credit courses through television. Not one of the independent study registrants in the fall of 1974 received less than a C for the course. Grade tabulations have not been made for the other off-campus students.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 150-200

How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 2,000

Approximate amount needed each year to support ongoing project = $ 2,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,000-14,000/semester

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. James M. Thomas
Title: Assis. Professor
Department: Psychology
Institution: University of Nebraska, P.O. Box 688
Address: Omaha, Nebraska 68104

Telephone: (Area Code) 402 Number: 554-2580 Extension:

ROLE-PLAYING AS A SUPPLEMENTAL INSTRUCTIONAL TECHNIQUE IN INTRODUCTORY PSYCHOLOGY

General Psychology

The behavioral objective of this course is generally oriented to a humanistic approach of "relevancy to life." Role-playing is often a highly effective way to achieve this objective, since it enhances understanding of instructional materials and empathy of interpersonal interaction. The enactment of roles promotes enthusiasm and comprehension.

For every topic covered, two role-playing "situations" relevant to a student's life are created by students who are contracted to fulfill the requirement with the reward of a grade. (The number of role-playing situations depends on the size of the class. In my experience, a class that has between 12 and 20 students works best.) Following are some suggested examples:

Perception: Different people's reaction to the same situation, e.g. two witnesses' accounts of the same accident
Learning: Shaping of behavior in the course of dating
Motivation: Unwanted pregnancy faced by a high-school girl who tries to tell her boyfriend about the problem
Emotion: Different expressions of emotion among different cultures
Social Psychology: Nonverbal communication at a cocktail party
Personality: Different forms of defense mechanisms
Adjustment and Disorder: A hypochondriac's complaint to a friend

The students work in teams. Ideally, heterosexual dyads should be created, but occasionally the form that the created situation demands will be used. Among college students, interpersonal interaction finds its best expression in the form of heterosexual relationships. If the student has a preference for forming a dyad with a particular student in the class, high priority is awarded to the request. Otherwise, the instructor can arbitrarily assign the team.

Evaluation is based on both the instructor's assessment and peer ratings after each role-playing. Evaluations include two major criteria: relevancy to life and innovativeness.

The method employed here offers several advantages. First, it motivates the students to read the material in advance so that they can select their topic the ideas for the "situation." Second, it involves students' active participation in class, and promotes interpersonal cohesiveness in the group. Finally, it is believed that such an approach can be applied to all institutions, whether community colleges or senior colleges; and all locales, metropolitan or rural, since the situational episodes created often are derived from the students' own experiences, which reflect the community norm.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Students who have the first-semester Introductory Psychology.

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 350

Approximate amount needed each year to support ongoing project = $ 200

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify): **As indicated in the proposal.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 2
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. Yu Tsun George Wang**
Title:	**Instructor**
Department:	**Social Science**
Institution:	**Cooke Community College**
Address:	**P.O. Box 815** **Gainesville, Tx. 76240**

Telephone: (Area Code) 817 Number: 668-7731 Extension: 64
668-7735

VARIATIONS ON KELLER'S PSI METHOD FOR TEACHING INTRODUCTORY PSYCHOLOGY

Introductory Psychology

The PSI method was applied to teaching a large section of Introductory Psychology (approximately 90-150 students) during the last two years. The proctors were given three hours of credit for their work, and enough proctors were recruited each semester to give about a 7:1 student-proctor ratio. Twenty units were prepared, each with a detailed sutdy guide. Only 17 units introduced new content: 3 units were "review units" for which the student had to prepare answers to several integrative essay questions and answer these questions in a group discussion led by the instructor. In addition, each unit's study guide had 3 essay questions which the student had to prepare; one of these appeared on the quiz for that unit and had to be answered orally to the proctor. Nine alternate forms of each unit quiz were prepared via a computer program (available from the author). A detailed explanation of the Keller Plan and course procedure, and a paper entitled "Tips and Suggestions for Studying and Learning" were prepared by the author and were mandatory reading for the first unit of the course; thus ensuring students' understanding of the course rationale, procedure, and how to study for it. The class meets Monday, Wednesday, and Friday for 14 weeks; 32 days are quiz days, and the remaining ten are voluntary enrichment days with films and demonstrations (with excellent attendance since instituting a 1-point bonus for attending). The major cost for the course involved Xerox and duplication costs for quizzes and study guides (50-75$). A comparison of achievement with the control group and a later follow-up is planned. Student opinion questionnaires indicate that the course is regarded as highly successful (85% would recommend it to a friend), and grade distribution is typical for a Keller course (60-75% A's).

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 150

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 29
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Philip B. Young**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **Towson State College**
Address: **Baltimore, Maryland 21204**

Telephone: (Area Code) 301 Number: 823-7500 Extension: 84C

Adjustment and Personal Growth

A psychology of adjustment course (personal growth) is taught in seminars led by undergraduates. Seminar leaders receive six credits (in "Teaching Psychology") and seminar participants receive three credits (in "Psychology of Adjustment"). Each week is devoted to one topic in personal growth, and students are encouraged to apply the materials to their own lives.

The course structure is pyramidal. Early in the week the instructor meets with the leaders (eight leaders at a time), and twice later in the week each leader meets with the eight participants enrolled in his own seminar.

Leaders keep journals in which they record plans for each meeting of their own seminars and also an account of each meeting. In instructor-leader meetings problems and successes of the past week are considered, and plans for the current week are shared and modeled. General problems such as leadership and grading are also discussed.

The first leader-participant meeting of the week generally concentrates on the readings over a topic, and the second emphasizes personal application of the materials. Various group growth techniques are used and also films, projects, minipapers, and outings.

Leaders recommend participants' grades to the instructor, and leaders may ask the assistance of the participants in making recommendations. Participants, in turn, recommend leader grades to the instructor. Leaders meet with their participants in individual evaluation conferences twice during the semester.

Following each leader-participant meeting (with some exceptions), the leader grades each participant's performance. A five-point scale is recommended: 5 = A, 4 = B, 3 = C, 2 = D, 1 = F. Absent students receive 0. Final grades are based on the total points accumulated during the semester, but the two lowest scores are discarded. Leaders are permitted to use other systems as long as each participant's performance is graded and recorded.

At the end of the semester each seminar is evaluated using a university-wide set of objective scales. The seminars typically achieve high ratings in these evaluations and are particularly successful in reaching affective goals. Students generally indicate that they are interested in and challenged by the seminars, that they learn to understand themselves and others better, and that they would like more courses taught in this way. They also rate seminar leaders high as compared to regular university instructors.

This adjustment course is one of several (others presently include introductory psychology, anthropology, English, microbiology, and religion) taught in this way and housed together. Students generally participate in more than one course, and an attempt is made to create a small community within the larger and more impersonal university.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Undergraduates of all kinds and levels

Prerequisites for students who participate in innovation:
No prerequisite for seminar participants.
Seminar leaders are self-nominated and selected through a special procedure

Number of students who participate in innovation per year: 228
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 27
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 21,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Abe Arkoff
Title: Professor of psychology
Department: Psychology
Institution: University of Hawaii
Address: Honolulu, Hawaii 96822

Telephone: (Area Code) 808 Number: 948-8224 Extension:

THE USE OF PERSONALIZED INSTRUCTION AND SELF-MODIFICATION PROJECTS IN A BEHAVIORAL SELF-CONTROL COURSE

Behavior Modification

An advanced undergraduate course entitled "Behavioral approaches to self-control" was taught by the authors during the fall of 1974. The goals of the course were to have students acquire an understanding of the growing literature on behavioral self-control and to acquire personal self-manggement skills. To achieve these goals, behavioral principles were utilized in the course design. The course consisted of 20 students who had completed a previous course in learning.

A personalized system of instruction (PSI) was used in conjunction with course readings. There were eight units consisting of three to five short articles each. A ninth unit was prepared by students in an area of individual interest. In keeping with standard PSI procedures, students completed the course readings at their own pace. Each unit was completed by passing a short quiz during an individual performance session with an instructor. A quiz was re-administered without penalty until the student passed. Each completed unit was worth 10 points. Three times during the 10-week quarter students had the opportunity to earn five bonus points for working at a rate of one unit per week.

Instruction in the design and implementation of self-modification projects was provided in weekly, two-hour group meetings. Students conducted programs on behaviors they wished to modify (e.g., increase study time, weight reduction, decrease smoking). Weekly reading and written assignments guided students in (a) pinpointing target behaviors, (b) self-monitoring baseline data, (c) formulating treatment strategies, and (d) implementing programs. Admission to group meetings was contingent upon the completion of weekly written assignments. Five points were earned for completing assignments. Students received five additional points for attending group meetings.

Eighty-five percent of the students earned the 185 points necessary for an A. Performance session results showed that students maintained a steady rate of progress. Of the total number of units completed, approximately 10% were completed during each week. Self-monitoring data from self-modification projects revealed that students were generally successful in changing their behavior from baseline levels. Ratings of final project reports by independent judges indicated that 85% of the students were satisfied with the results of their projects. On final evaluations, students favorably endorsed the course design and felt confident that they had learned generalizable self-management skills.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **a previous course in Learning**

Number of students who participate in innovation per year: **20**
How long has the innovation been in effect? **1** years

Approximate amount of initial funding necessary to develop and try the innovation = $**0**

Approximate amount needed each year to support ongoing project = $**0**

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Self-monitoring data from self-modification projects, quiz results from performance sessions**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

(Although we do not currently have this information, we can supply it on request)

Size of Institution
Total student enrollment in 1974-75 academic year: **16,000**

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban **(city of 75,000)**

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Manuel Barrera, Jr. and Russell E. Glasgow**
Title: **Graduate students in clinical psychology**
Department: **Psychology**
Institution: **University of Oregon**
Address: **1679 Agate Street**
Eugene, Oregon 97403

Telephone: (Area Code) **503** Number: **686-4954** Extension:

A PERSONALIZED "PSYCHOLOGY OF ADJUSTMENT" LABORATORY COURSE

Psychology of Adjustment; Mental Health, Self-Control

The problem was to develop a laboratory in a self-paced course which allowed students to make contact with self-control techniques without the loss of self-pacing. The problem seemed similar to fighting Heisenberg's principle.

At Minot State College, about 80 students each quarter take an "adjustment" course entitled "Dynamics of Adjustive Behavior and Mental Health: (i.e. Self-Control). Texts include Adjustment: modification of Self-Behavior (self published, 1975) and Schwitzgebel and Kolb's Changing Human Behavior (McGraw-Hill, 1974). In the former are included the course syllabus, and appeal for self-control, a unit on PSI, 14 units on self-control, 5 review units, and 5 lab units. Each unit includes a brief introduction, a set of procedures to follow for study, and a set of study questions. A review quiz follows a closely related sequence of about 4 units. A set of self-management project instructions follows each unit review quiz. The first lab exercise asks students to list several dissatisfactions, describe three of them in brief, and describe one of the three in detail. Each project is discussed with the instructor who, after reviewing the exercise with the student, states the next step. If the instructions were followed, the student is sent to a proctor who records the pass on the daily data sheet. If the effort requires some additional work, the student is asked to complete it and the attempt is noted. Students work through the five laboratory units as they are called for until a final, typewritten paper is turned in on the 5th lab unit. Students are permitted to take the final exam as soon as the final paper has been submitted and accepted. Before and after the course, students take a 140-item, multiple-choice exam. Each unit quiz consists of about 10 questions, multiple-choice, short-answer essay, or fill-in. With the post-test, students receive an opinion questionnaire which surveys reports of attitudes and interests.

The course follows the Keller plan quite closely. It is fully self-paced, requires unit mastery (90%+), uses small units (about 5 to 10 page units), uses lectures as motivators (4 are scheduled each term, only students "caught up" are allowed to attend), and proctors are used.

The course evaluation is made in several ways. A formative evaluation is used in which students are examined on units and reviews; if errors are found in the material, they are immediately corrected. Pre- and post-tests examine for "learning" (i.e. a summative evaluation). Responses to survey items are analyzed each term. Comparisons are also made with other courses taught using the Keller method. The course has been taught by me for 6 quarters, but the methods described are those most current (Spring, 1975). It should be pointed out that the course has evolved considerably since its inception. From student reports, the most favorable term has been the last one. However, improvements remain; for example, taped lectures are planned for future courses. It is also planned to develop the lab manual as a separate text to encompass greater detail in projects. A reader specifically designed for the course called Self-Control: Readings in "Adjustment" (Xerox, 1975) is planned for use in future terms.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **minors and some other specialties such as special education.**

Prerequisites for students who participate in innovation:

Introductory psychology

Number of students who participate in innovation per year: ~~about~~ 300
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1000

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **comparison with other Keller courses, pre- and post-tests, comparison with past classes**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8 1/4
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2200

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **K. Anthony Edwards**
Title: **Assistant Professor**
Department: **Division of Education and Psychology**
Institution: **Minot State College**
Address: **Minot, North Dakota 58701**

Telephone: (Area Code) 701 Number: 838-6101 Extension: 352

SUPPLEMENTARY LECTURING VIA AUDIO AND VISUAL TAPE

Abnormal Psychology

I tape record all, and video tape some, of my lectures to this class of 90-120 juniors and seniors. The tapes are routinely played back in the classroom during the hour preceding the next lecture, and in the event of illness or other legitimate absence arrangements are made for private hearings. This procedure allows some flexibility in class attendance, without missing any content; permits the student to relax and listen for meaning during the live lecture, knowing that overlooked details can be filled in later, by tape; makes possible review and warm-up before each lecture; and permits the lecturer to listen to his own production, which is sometimes useful in the preparation of quizzes and in self-criticism of classroom presentation.

Any visual material used during the original lecture, whether on the chalkboard or on a mimeographed handout, is provided during the tape sessions.

The cost: (a) For maximal convenience, it is necessary to reserve the classroom for two consecutive hours. (b) The lecturer or his assistant must take a few minutes to set up for the pre-class replay. The further effort, to record, is negligible. (c) The assistant or the lecturer must fit into his schedule a half-dozen private sessions a week, but with a little routinizing, a session requires only a few moments of his time. (d) A small room, conveniently located, must be reserved for the private sessions.

The only benefit that I have verified is attitudinal. The students express their appreciation for this extra help, perhaps reflecting some shift from the attitude that the lecture-quiz format is a contest between the instructor and the student, toward a conviction that the instructor really desires to facilitate the learning process.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Registration in the course. Introductory Psychology is prerequisite.

Number of students who participate in innovation per year: 90-120
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $300 (audio only)

Approximate amount needed each year to support ongoing project = $ virtually nothing

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 15,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Frank W. Finger**
Title: **Professor**
Department: **Psychology**
Institution: **University of Virginia**
Address: **Gilmer Hall, University of Virginia**
Charlottesville, Va. 22901

Telephone: (Area Code) 804 Number: 924-3526 Extension:

TEACHING THE PRINCIPLES OF DYNAMIC PSYCHOTHERAPY TO PROSPECTIVE CLINICAL PSYCHOLOGISTS AND OTHER MENTAL HEALTH PROFESSIONS

Clinical Psychology

Objective. This course is designed for advanced students in psychology, social work, psychiatry, medicine, nursing, and other helping professions, as well as paraprofessionals preparing to enter the mental health field. Typically, such students are thrown into contact with patients with very little or only inadequate preparation, so that their therapy supervisors have their hands full just trying to deal with the countless patient management problems that arise on day to day basis. This leaves little room for the teaching of the theoretical and conceptual foundation required for doing effective psychotherapy. The occasional student who comes to an internship or a practicum situation already equipped with such theoretical knowledge finds that what he has learned has very little relevance to the clinical setting in which he is now working, since he was taught in a nonclinical, academic atmosphere. The objective of this course is to provide them with these tools at a time when they are not yet seeing patients or are just starting to see patients. It bridges the gap between the classroom and clinic.

Method (Innovation). To achieve this aim, it is essential that abstract concepts be imparted in a clinically meaningful fashion, so that they come to life. In Phase I this is accomplished by means of verbatim transcripts and tape recordings of therapy sessions conducted by therapists-in-training, i.e., by more advanced students who have already begun doing psychotherapy under my supervision. These transcripts and recordings are carefully read, listened to, analyzed, and discussed in class. I have accumulated a whole "library" of such protocols and recordings, with the consent of the therapist-supervisess, whose anonymity has been carefully preserved through editing of the material. Similar measures have been taken to safeguard the patients' confidentiality. As a result of this accumulation I now have therapy session excerpts illustrating every major concept and issue relevant to the psychotherapy process: establishing the working alliance, recognizing resistance and transference, timing of interpretations, handling termination of treatment, etc. A crucial common feature of these therapy samples is that they all contain tactical and strategic errors which are characteristically made by beginning therapists. An interviewer, upon first meeting a new patient, asks too many leading questions, and the initial interview degenerates into a question-and-answer session. A therapist-student fails to recognize resistance for what it is and gets angry at his patient for not showing signs of progress. And so on and so forth. It has been my experience and that of many other teachers of psychotherapy that such examples of "failure" in psychotherapy teach us infinitely more than examples of successful psychotherapy. We simply learn from our mistakes more than from our successes. In Phase 2 these errors are "corrected" by means of role-playing in class, with the students interacting as therapists and patients in a manner that seeks to avoid and overcome the types of pitfalls which they have just witnessed and which they will soon be confronting.

When this course is given to students who have already begun seeing patients, I encourage them to tape record and transcribe their therapy sessions and to contribute these to the class experience. Before asking them to do this, however, I always make sure that they have an opportunity to listen to a few tapes of my own work containing errors I have made. Having thus demonstrated my own willingness to expose my work to public scrutiny, I find that student resistance to this procedure quickly vanished.

Evaluation of Outcome. Student response to this course has been extremely positive, and there are definite indications that those who have taken this course are better prepared for their field experience than those who have not: they feel more secure in their work because they are better able to conceptualize what is going on between them and their patients, and the entire supervisory process with them becomes more sophisticated. Psychotherapy is both a technique and an art. I don't profess that it is possible to teach anyone the art of relating empathetically to another human being. But technique grounded in theory *can* be taught, and it is best taught in a climate that is not purely intellectual and didactic but one that, like therapy itself, provides the learner with a corrective emotional experience.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☐ Juniors
- ☐ Seniors
- ☒ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☒ Other (specify): social work students, medical students, psychiatric residents, nurses, paraprofessionals

Prerequisites for students who participate in innovation:

Background in personality theory, psychopathology, and interviewing techniques

Number of students who participate in innovation per year: 6-15

How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $_____

Approximate amount needed each year to support ongoing project = $_____

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 10

Number of senior majors in the department: _____ (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 226

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☐ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral
- ☐ Liberal Arts
- ☐ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify):

INNOVATOR DATA

Name: Dr. Harry Fiss
Title: Professor and Head of Psychology Division
Department: Psychiatry
Institution: University of Connecticut Health Center
Address: Farmington, Connecticut 06032

Telephone: (Area Code) 203 Number: 674-2890 Extension:

PERSONALIZED SYSTEM OF INSTRUCTION (MODIFIED KELLER SYSTEM) IN ABNORMAL PSYCHOLOGY

Abnormal Psychology

For each of 15 units, students are given a Study Guide indicating their reading assignment and what information they should know. The text is James C. Coleman's Abnormal Psychology and Modern Life (4th Edition). When a student has completed study on a unit, he comes to the testing room for an interview by a teaching assistant (a student who has previously completed the course, and receives 3 cr. for participating as a T.A.)

If the interview shows the student has mastered the assigned materials, he is given a 10-point written quiz. The items are objective: multiple choice, true-false, completion, matching, definitions. He must get 100% of the items correct in order to pass this unit. If he misses any item(s), he must re-study the unit and take a re-test over the same material. The re-test is another form of the quiz, covering the same material which is in the Study Guide.

If the interview shows the student has not mastered the Study Guide, the T.A. does not give the written quiz. The student must then re-study the unit and return for another interview when he is ready.

There are 4 forms of each quiz, so the student has a maximum of 4 chances to take the quiz and get 100% correct. If he fails to achieve 100% even after 4 quizzes on a unit, he forfeits that unit.

There is no limit on how fast the student completes the units. However, there is a limit on how slowly he proceeds: each unit has a deadline date after which a student may take that unit only by presenting proof of illness. The deadlines allow one week for each unit. Final grade is based on number of units completed.

The following content is covered: Introduction and Historical Background; Psychosocial Models; Causative Factors in Abnormal Behavior; Neuroses; Schizophrenia and Paranoia; Major Affective Disorders and Suicide; Sociopathic Disorders; Delinquency, and Crime; Alcoholism and Drug Dependence; Sexual Deviations; Psychosomatic Disorders; Organic Brain Syndromes; Mental Retardation; Behavior Disorders of Childhood; Maladaptive Behavior of Groups; Diagnosis and Therapy.

Enrollment varies from about 175 students and 23 T.A.s to 300 students and 42 T.A.s. One faculty member and one graduate student assistant supervise the testing room, which is open 12 hours per week. The regular "Student Evaluation of Instruction" forms used in other classes at the University are filled out by students when they complete the course.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☐ Juniors
- ☐ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Must have completed a course in Introductory Psychology

Number of students who participate in innovation per year: 600
How long has the innovation been in effect? 1 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1000

Approximate amount needed each year to support ongoing project = $ 1000

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 14,300

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☒ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☐ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☐ Liberal Arts
- ☒ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Barbara L. Gardecki**
Title: **Assistant Professor of Psychology**
Department: **Psychology**
Institution: **Central Michigan University**
Address: **Mt. Pleasant, Michigan 48859**

Telephone: (Area Code) 517 Number: 774-3192 Extension:

INTRODUCING UNDERGRADUATE PSYCHOLOGY MAJORS TO METHODS OF CLINICAL INFERENCE AND RESEARCH

Psychopathology; Methods of clinical inference and research.

This course was specifically designed to introduce students to various methods of clinical inference and research relevant to the construction and study of dynamic theories of psychopathology, related psychodiagnostic methods and psychotherapeutic interventions. It strives to meet this goal by combining observations of psychiatric patients with didactic readings, lectures and seminars.

Approximately 20 students are accommodated in this course, primarily senior psychology majors who are interested in careers in the helping professions. All have taken a survey course in psychopathology as a pre-requisite, and are further interested in the ways in which clinicians reach their conclusions and test them.

Students spend at least two hours each week working as volunteer psychiatric aides under the direct supervision of regular ward staff on one of two psychiatric units in a local teaching hospital. An additional one hour meeting with ward staff is used to discuss their observations of individual patients. This part of the course is largely coordinated by a teaching assistant under the direction of the instructor. A more formal two hour seminar is taught by the instructor. Here students use their ward observations, readings, in-class video-tapes, and lectures to explore the use of naturalistic and participant observation, interview methods, diagnostic protocols, case reports and process notes, along with controlled clinical research, as tools for understanding psychopathology and its treatment. They are also encouraged to grapple with the kinds of ethical responsibilities with which practicing clinicians must constantly deal, to deepen their theoretical understanding of psychopathology via direct observations, and to use the course to test and consolidate vocational plans.

Student evaluations consistently suggest that this kind of course is very useful to them in meeting these multiple goals.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors
☒ Psychology Majors
☐ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Undergraduate survey course on theories of psychopathology

Number of students who participate in innovation per year: 40-50
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: James B. Heitler, Ph.D.
Title: Lecturer
Department: Psychology
Institution: University of Michigan
Address: 529 Thompson
Ann Arbor, Michigan 48104

Telephone: (Area Code) 313 Number: 764-6333 Extension:

UNDERGRADUATE SEQUENCE IN COUNSELING PSYCHOLOGY

Counseling Psychology: Classroom and Practica

Undergraduate B.A. psychology majros and other interested students participate at either the junior or senior level in a year-long course sequence to develop counseling skills, knowledge of theoretical counseling approaches and procedures for doing research in counseling. The course sequence begins wtih a three-credit-hour "Introduction to Counseling Psychology" course held in the fall term. Enrollment in this course is restricted to 25 students; one professor and one student assistant teach the course. In this first course students are introduced to the mechanisms and theoretical foundations of counseling. They work with audio and video feedback systems and role play counseling sessions with the class serving in a participant observer status.

Step Two is a four-credit-hour practicum done during the one month January term. During this time students observe counseling and under direct supervision do limited counseling in a variety of settings. To date students have had practica in a crisis intervention unit of a mental hospital, a public school, a school for deaf and blind children, a mental health center and a correctional center for juvenile offenders.

Step Three of the sequence is called "Advanced Counseling;" it is a two-academic-credit course and meets during the final term (Term 3) of the school year. Here students present actual case studies of either persons they observed or counseled during their practica. This final section provides an opportunity to integrate the theoretical and practical materials covered both in class and in the field. Almost all students comment on the value of field experiences; this method of organizing the course helps them gain an understanding of the value and utility of a well thought out counseling theory.

Evaluation of outcomes is done at two levels: mastery of basic theoretical materials and improvement in the application of theory to the counseling setting. One very effective way to measure the latter is simply to compare taped recordings of early counseling sessions with sessions held near the end of the school year.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introduction to Psychology, Developmental Psychology, Psychological Testing

Number of students who participate in innovation per year: 25

How long has the innovation been in effect? ______ years The innovation has been in effect partially this year. It will be completely incorporated in next year's academic program.

Approximate amount of initial funding necessary to develop and try the innovation = $100

Approximate amount needed each year to support ongoing project = $100

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Reports from Practicum supervisors

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 50
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 750

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Paul F. Kranel
Title: Assistant Professor of Psychology
Department: Department of Psychology
Institution: Davis & Elkins College
Address: Elkins, West Virginia 26241

Telephone: (Area Code) 304 Number: 636-1900 Extension: x60

TRAINING UNDERGRADUATES AS CO-LEADERS OF MULTIFAMILY COUNSELING GROUPS

Community Mental Health and Family Process

A group of 16 R.C. students participated in a training seminar in multiple family counseling. This program was a joint venture with the Dept. of Probation of Family Court, S.I. It was administered by 3 faculty and one probation officer. The goal of the program was to train students to co-lead, under close supervision, family groups referred from community agencies in S.I. We chose the therapeutic model of multifamily groups because we felt it to be a particularly effective treatment modality for families experiencing a breakdown of parental control and family communication. Undergraduates enrolled in a 6-credit summer session course which began prior to and extended after the regular summer session. They attended a 10-week training session which was followed by 8 weeks of closely supervised field experience.

The students were carefully selected on the basis of their basic knowledge of psychology, prior experience in helping roles and a number of personal attributes. The training sessions were designed to integrate the formal properties of didactic teaching with experiential learning. We feel we succeeded in enhancing student's theoretical understanding by utilizing their emotional experiences while also focusing on the acquisition of particular counseling skills. We did this through Theme-Focused Training Seminars. First we announced a particular theme or topic to be covered. We then provided studnes with a concrete, common unifying group experience through an exercise, or an observation, or a video demonstration which gave them a vivid reference point for discussion of theoretical concepts related to the single theme chosen. Two teams, one consisting of a faculty member and a P.O. and the other of 2 faculty members each co-led a gorup of 8 students. Sample themes were verbal communication systems, and interventions for improving communication. Students analyzed communication patterns of simulations of their own families at dinner, role played, and sculpted their own families.

Students began co-leading their own groups the week following the last training session. Extremely thorough supervising techniques were employed: large group supervision; co-leader and peer supervision; continuous observation by the trainers and tape recording and videotaping as supervision. The group process was preventive in focus, helping families to re-establish open communication with the goal of resolving problems before resort is made to court adjudication.

Students were required to keep logs of their multifamily sessions. These logs and the 2 training videotapes made in conjunction with this class, demonstrate that the students benefitted in several areas: personal development, the acquisition of skills enabling them to gain immediate employment in community mental health programs and to gain admission to graduate school. Follow-up letters sent out a year and a half after the program ended confirmed the persistence of these benefits.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

At least two advanced courses in psychology; personal interview; some type of experience in groups

Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $ 400

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Evaluation of the families that participated, the probation officers involved, and a systematic evaluation of the video tapes over time.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 350 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: **approx. 4,000**

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College
x Senior College, last two years

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Judith Kuppersmith and Rima Blair**
Title: **Asst. Professors**
Department: **Social Science-Psychology**
Institution: **Richmond College, City University of New York**
Address: **130 Stuyvesant Place, Staten Island, NY 10301**

Telephone: (Area Code) 212 Number: 720-3120 Extension:

A PERSONALIZED COURSE: PSYCHOLOGICAL SELF-HELP

Psychology of Adjustment; Mental Hygiene; Psychology Applied to Personal Adjustment.

For the last five years, the author has developed, taught, and evaluated a psychology course designed to teach scientifically based methods for changing one's own adjustment or feelings. The emphasis is on immediate, personalized, practical application of knowledge in each student's life in an effort to change in ways chosen by the student. In short, learning by doing! Or, learning to change via self-improvement!

The course, being didactic and applied, is more complex in organization than the traditional course. It is tailored to meet the personal needs and interests of the individual student. An outline of class sessions:

1. Demonstration-practice sessions in class covering such topics as self-understanding, social interaction skills, self-reinforcement, desensitization, assertive training, attitude change, value clarification, leadership skills, and discussions of sex and intimacy problems. This is usually done by teams of students in consultation with the instructor or aided by the teaching assistants, i.e. peer teaching.

   Weekly unstructured, volunteer, small group sessions are conducted by two teaching assistants familiar with psychological self-help techniques. The group facilitators also respond to 5-10 students' weekly summary of readings and progress reports about their self-improvement projects.

2. Students are taught to analyze their problems into five "parts": I Behavior and thoughts, II Conscious emotions, III Skills, IV Attitudes, values, and motivation, V Unconscious factors. When these "parts" of the problem are understood, it is obvious that a variety of self-help approaches are applicable to only certain parts. Other methods taught are Transactional Analysis, Gestalt awareness exercises, empathy training, discharging and/or handling emotions, increasing motivation, developing a guiding philosophy of life, behavioral analysis, change of environment, self-observation, meditation and relaxation training, increasing satisfaction by discarding unreasonable expectations, modeling and role playing, building self-esteem, increasing genuineness and intimacy, and so on. Students learn to develop complicated, reasonably sophisticated "treatment plans" for self-improvement, try them out, and make adjustments as needed. (A detailed day-by-day outline is available.)

3. Basically, there are two major tasks: learn useful self-improvement techniques and do something with them. At least two individualized self-help projects are planned, undertaken, objectively evaluated, and written up. Also, at least 500 personally relevant pages are read, scrutinized for possible personal use and applied. It is a demanding course work-wise and intellectually. No one, at least no knowledgeable person, ever said changing was easy.

The text used is Psychological Self-Help, 1974, by Clay Ladd. Extensive bibliographies are provided for reading in areas of personal interest.

Such courses are blossoming around the country. They offer hope for "giving psychology away to everyone" in such a way that serious psychological difficulties may be prevented or handled early. I would be interested in exchanging ideas with anyone working in this area.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation: none.

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $none extra

Approximate amount needed each year to support ongoing project = $ none extra

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): A total of 8 or 9 measures of change have been used to evaluate the course.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: 90 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,000+

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Clayton E. Ladd,
Title: Chairman and Professor
Department: Psychology Department
Institution: Eastern Illinois University
Address: Charleston, IL 61920

Telephone: (Area Code) 217 Number: 581-2127 Extension:

PROBLEM SOLVING AS A METHOD OF TEACHING BASIC THEORIES OF COUNSELING AND PSYCHOTHERAPY IN AN IN-SERVICE TRAINING COURSE FOR TEACHERS OF SPECIAL EDUCATION

The basic content of the course is a variety of theories of counseling and psychotherapy. Both traditional and modern theories are emphasized with a wide variety of readings and applications to specific problems. Since it is a goal of the course to help teachers apply theories to specific relevant student problems, the class time is spent in applying these techniques with the teachers.

The teachers are first helped in recognizing initial difficulties and then encouraged to supply specific information in the identification of the problem. The course then helps in analyzing the problem and later in the formulation of a verbal summary of the problem. At a later stage the teacher is helped to select general objectives in solving his problems and to prepare operational criteria to test possible solutions. Later he is supported in considering various possible solutions. He is then guided to test some possible proposals against the criteria he has established. At each point in the sequence of steps theories and practical principles of psychotherapy are applied. He is then helped to select a single final solution and lastly to make a final evaluation of the total decision-making process. Thus, the student in this course learns about the wide variety of counseling principles by focusing on problems that concern him. It is felt that the teacher of special education can be more effective if he can teach his students to identify and solve some of their problems. He can prepare for a role as a teacher of problem solving if he gets a maximum amount of experience of problem solving in his teacher preparation program.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): In-Service Teachers

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 15

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $2000

Approximate amount needed each year to support ongoing project = $1000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 12
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. David Lazar
Title: Lecturer
Department: School of Education
Institution: University of Haifa
Address: Mt. Carmel,Haifa 31999 Israel

Telephone: (Area Code) Number: Extension:

TEACHING UNDERGRADUATES TO BE BEHAVIORAL THERAPISTS

Behavior Modification and General Systems Theory

Each year we train some 200 undergraduates to be behavioral or General Systems Therapists. As part of this training, the students are given field placements at a local mental hospital, a nearby federal correctional institution, local elementary and high schools, half-way houses for retarded individuals, a state hospital for the retarded, the University hospital, a private (behaviorally-oriented) clinic, etc. The students are given clients (or patients, or inmates), get to know their client(s), establish behavior-change goals of the client's own choosing, write contracts between client and student/therapist (approved by the institution staff, if the client is institutionalized), then "shape"the client towards agreed-upon goals using various forms of feedforward (modelling, demonstrations) and feedback (positive reinforcement, encouragement, praise) techniques. Over the past five years, the students have "treated" more than 1,000 clients; the contract-completion rate ("success rate") is between 80 and 90%.

The field work just described comes in the second of a two-course sequence. The first course ("Introduction to Behavior Modification") is a large lecture class with 300 students each semester (and a long waiting list each time). There are two lectures each week in which the theoretical thrust is a combination of General Systems Theory and learning theory. During the third hour each week, the class is divided into small discussion groups led by teaching fellows. The students "contract" for grades, and are given points for completion of a variety of tasks. To get an A grade, the student must read three books, take two examinations covering the books and the class lectures, undertake a "self-shaping project" demonstrating that the student can control his/her behavior, write a final report, attend and participate in class, etc. Exams are of the "mastery" type; if the student fails the first time, he/she is allowed to retake the exam until achieving an agreed-upon grade (94% of the students pass the first time). The students are also taught deep muscle relaxation and other behavioral skills. All feedback to the students is of a positive nature. To be eligible to take the second (field-work lab) course, the student must earn an A+ grade, which involves selecting a therapeutic area, reading an extensive bibliography, and writing an additional paper. About 95% of the students earn an A or A+ grade.

During the first 2-3 weeks of the second course, the students read two books, attend special lectures by senior therapists, undertake video-taped "role-play" games that focus on the students' field placement, and pass a mastery-type examination on the books and lectures. The rest of the semester they spend "in the field," working with clients. One teaching fellow supervises each group of five student/therapists. In the field, the students work closely with the institution staff, trying to "shape" the staff members into participating in the therapy. Preliminary versions of the client-agreed-upon contracts are approved by the institution staff and course supervisors. Only positive reinforcement is used, but may be of the biological (candy, food, money), cognitive (insight, understanding of one's own problems), or social (praise, encouragement, friendship) type usually, as recommended by General Systems Theory, all three types of reinforcers are tried. Students have taught mute "schizophrenics" to talk; trained "paranoids" to speak in socially-acceptable fashion; toilet-trained incontinent and very regressed patients; helped prison inmates double or triple their reading scores, learn math, learn social skills; trained kidney patients to stay on diets; assisted brain-damaged patients to learn social control; helped normal school kids to increase their achievement scores by 1-2 years or more, taught stroke victims to speak (after a year's speech therapy had failed to do so); taught "uneducable" retarded children to read and write simple words; taught "paralyzed" retardates to walk (after 3 doctors said it was impossible); helped patients in the private clinic to lose hundreds of pounds of weight, stop smoking, stop hair-pulling, solve sexual and other personal problems, increase study skills; taught secretaries to double their typing speeds; helped self-abusive patients learn better ways of getting attention, etc. The students succeed where others fail because they set measurable goals, keep excellent graphs of client progress, encourage self-control rather than therapist control, and because they are incredibly reinforcing (which is to say they are loving and concerned about the people they work with.).

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☑ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

An introductory course in psychology is required; nothing more.

Number of students who participate in innovation per year: 600+
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $50.00

Approximate amount needed each year to support ongoing project = $50.00 (Not including pay for T.F.s)

Evaluation done on innovation:

☑ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **See description of courses, We have followed up many clients for several semesters after they were first seen.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

☐ Public-City
☑ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☑ Undergraduate level program
☑ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☑ Liberal Arts
☑ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. James V. McConnell**
Title: **Professor of Psychology; Research Professor, Dept. of Psychiatry**
Department: **Mental Health Research Institute**
Institution: **The University of Michigan**
Address: **Ann Arbor, Michigan 48104**

Telephone: (Area Code) 313 Number: 764-4224 Extension:

STRUCTURED UNDERGRADUATE BEHAVIOR THERAPY PRACTICUM

Clinical Psychology

Our aim was to incorporate practicum experiences in a second undergraduate course in behavioral modification, meeting these criteria: (a) real problem behaviors, accessible clients; (b) complex, self-control-oriented procedures such as systematic desensitization; (c) structured so as to facilitate success, with only classroom supervision; (d) systematic measurement of behavior change. (Course texts were Bandura, Principles of Behavior Modification, 1969, and Goldfried & Merbaum, eds., Behavior Change Through Self-Control, 1973).

The solution utilized published experimental research reporting successful, replicable behavior modification procedures for four problem behaviors (smoking, over-eating, public speaking anxiety, heterosexual social shyness) occuring frequently among college students. Volunteer student-clients were recruited through campus publicity.

Training and supervision were provided through assigned readings, written manuals and record forms, briefings, demonstrations, role practice, and class discussions.

Results: All eleven student-therapists completed at least two required client projects, with written data-oriented reports meeting specified criteria, verified by client signatures. 58% of the clients showed "marked improvement," 25% "Moderate improvement," defined by objective measurement criteria with N=1 significance tests. 10 of 11 students obtained "marked improvement" with at least one client. Anonymous student-therapist evaluations of the practicum were unanimously quite favorable.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Previous course in behavior modification

Number of students who participate in innovation per year: 6-11
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

Client daily behavior-frequency, etc. records, before-after questionnaire scales, statistical N=1 significance tests.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 15-20 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **William R. Morrow**
Title: **Professor of Psychology**
Department: **Psychology - Division of Science**
Institution: **University of Wisconsin-Parkside**
Address: **Kenosha, Wisc. 53140**

Telephone: (Area Code) 414 Number: 553-2476 Extension:

ARE LECTURES NECESSARY?

Abnormal Psychology

Amid much concern about the need for change in higher education, a major source of friction between students and the "establishment" seems to derive from the fact that our society is committed to a goal of mass education while many students want individual contact with faculty members.

The present study was designed to investigate several methods of instruction using as criteria examination performance, voluntary attendance, and students' evaluative ratings and by considering relationships among these criterion variables.

Subjects were undergraduates enrolled in an Abnormal Psychology course taught by the author during four consecutive quarters, with about 70 students each time. The study contained four treatment conditions: the first two quarters, A & B, were taught in a standard lecture format: the instructor lectured from notes and answered questions. The next two were "handout" quarters, C & D: in the first, C, typed notes taken from the lectures of A & B were handed out each lecture period; a student would be able to obtain these notes only by attending class. After they were handed out, the student had the option of remaining for the rest of the hour to ask questions -- their names were not recorded whether they did or not, but a count was kept. In the next quarter, students were given the notes for all the lectures at the first lecture. Here, attendance at class was entirely voluntary; the periods were spent with alternating student initiated and instructor initiated formats, and question and answer periods.

Three different types of data were used to evaluate the treatments. First: For the four quarters in question both midterm and final examinations contained multiple choice and matching items, in addition to short answer questions and essays. These multiple choice and matching questions were identical for all four quarters, although their presentation varied, and it is the data from this "objective" part of the exam we compared. One way analyses of variance of the objective test data revealed no significant differences attributable to quarter, on either the midterm or the final. A second source of data used to evaluate the two "handout" quarters was a brief self-report questionnaire which was attached to the final exam, and which students turned in separately without writing their names on it. The questionnaire asked students to report the number of times they had remained for, or attended, the discussion period during the quarter. It also asked students to check a small range of scores in which their midterm scores had fallen.; compared with the instructor's talley, the differences were sufficiently small as to indicate that the students' reports were valid. Analyses of the attendance data yielded several interesting results. It might have been expected that in quarter D, in which attendance was not required for any purpose, relatively few students would voluntarily attend discussions which had no bearing on their grades. The data contradicted this assumption. Students in quarter C (where they were required to at least come to class for the notes, and therefore might stay), remained after receiving their handout for a median of 2 discussion sections, whereas the totally voluntary group D students attended a median of 9 sessions.

Ratings for each student's evaluative statement were reliable and indicated a preference for quarter D. However, the only statistically significant correlation was that between the ratings and attendance during quarter C. That there was no relationship between the ratings and midterm grades may suggest that the latter criterion is not as important to students as it is to others.

In general, then, the students preferred the procedures which were less coercive, and also took more advantage of what was offered under these conditions. It may be noted that a sizeable number of evaluative statements which were judged to be unfavorable did contain mention of a preference for a lecture approach. There was, however, no evidence that students' test performances suffered under either set of non-traditional conditions.

In conducting the courses discussed in this paper, the author looked forward to quarters C and D optimistically. While the formats used in these quarters were more personally satisfying, they were not as rewarding in themselves as had been anticipated, possibly due to the need to maintain relatively constant conditions for experimental design purposes.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

5 credits in psychology

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): ratings of student satisfaction based on open ended questionnaires.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 50
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 49,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: J. Dennis Nolan
Title: Associate Professor
Department: Psychology
Institution: Ohio State University
Address: Columbus, Ohio 43210

Telephone: (Area Code) 614 Number: 422-2209 Extension:

SELF GRADING: AN EXPERIENCE IN SELF-EVALUATED LEARNING

Counseling Psychology (Community College Level)

1. Applied Psychology (2 units): to develop increased awareness of human behavior and its consequences in a group situation. To develop skills in effective interpersonal relations.
2. Self Development (1 unit): to develop self-esteem (15-30 students).

Objectives:

1. To develop an awareness of the decision process and self control over the learning process.
2. To increase self control, assertiveness, and motivation.
3. To be able to adapt the course to meet the requirements stated by the students.

Method

Each student is required to assign his or her grade at the end of the course and to describe the learning experience on which the grade was based. This information must be stated to the group. Each student is asked to state personal learning objectives within the broad course objectives near the beginning of the course. Students are encouraged to identify how these objectives can be measured or identified at the end of the course. Midterm, students are asked to state midterm grades, to estimate semester grades, and to describe the basis for each grade in terms of learning objectives. The grades should be consistent with college standards for time spent per unit with possible options. Feedback is encouraged. Since the instructor is required to record the grade, I must be able to justify that grade as appropriate. I and other students ask questions if we do not understand the relationship between the grade and the learning experience.

A standardized test is given as a pretest and posttest to provide one basis upon which to identify change: the FIRO-B in Applied Psychology and the Tennessee Self-Concept Scale in Self Development.

This method of grading was first used with an Encounter Group course offered to meet student requests for such a class in 1969. The grades in that class included 5 A's, 6 B's, 3 C's, 3 D's, and 1 W (withdraw). Th class decided upon the grading system, initial objectives had not been stated, and the grades were lower than I would have assigned. These grades reflected various lifestyle decisions more than achievement in the class.

The following grades have been assigned by students from Fall 1970 to Fall 1974:

	A	B	C	D	F	W(withdraw)
Applied Psychology	85	86	32	01	0	50
Self Development	77	53	13	0	0	0

The W's sometimes followed a discussion with the students. Many of these students withdrew from all courses. The grades are similar to those assigned by other instructors teaching the same courses.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10 fulltime counselors; teaching load FTE 2½
Number of senior majors in the department: N/A (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: Fall-8341, Spring-9176

Characteristics of Institution

☒ Public-~~City~~ County
☐ Public-State
☐ Private
☒ Urban and
☒ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts and vocational
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Sally Ralph
Title: Counselor
Department: Counseling & Guidance
Institution: Solano Community College
Address: Suisun City, California 94585

Telephone: (Area Code) 707 Number: 422-4750 Extension: 244

Clinical

This was the oldest course on alcoholism in the country to be offered as part of the regular undergraduate curriculum. The reason was the neglect by psychology as a profession of the country's major public health problem and failure to recognize alcohol as the major drug of abuse. The best authorities in the Pacific Northwest presented a multi-disciplinary, eclectic approach, avoiding older moralistic views. Films and speakers had to come from a variety of off-campus sources.

Outcome: pioneer effort resulted in putting this state in the vanguard of alcohol education and training in the country, and interested several of our psychology majors to specialize in alcoholism in graduate school elsewhere.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Upper-division standing

Number of students who participate in innovation per year: 5
How long has the innovation been in effect? 25 years

Approximate amount of initial funding necessary to develop and try the innovation = $?

Approximate amount needed each year to support ongoing project = $300

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5 1/2
Number of senior majors in the department: 3 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3.736

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**James E. Royce, S.J.**
Title:	**Chairman**
Department:	**Psychology**
Institution:	**Seattle University**
Address:	**Seattle, Wash. 98122**

Telephone: (Area Code) Number: Extension:

SPICING UP AN ABNORMAL PSYCHOLOGY COURSE

Abnormal Psychology

SPICE is an acronym for "student participation in chosen experiences," the approach I have taken in my abnormal psychology course. The emphasis was upon selection by the student from a variety of experiences which would open up the world of abnormal psychology. Some features might be considered a departure from the traditional: three of them, grades, format, and attendance, will be briefly described.

Grades. The number of clock hours the student spent in pursuing experiences related to abnormal psychology was translated into a letter grade. Our school policy states that the average student who expendes the average amount of effort in a course will receive a grade of C. In clock hours, the average student should devote 135 clock hours during the semester for a 3-credit course. It was somewhat arbitrarily decided that a student would need to perform at a 10% differential to receive the next higher or lower grade. Thus, the student would need to accumulate the following hours to receive a particular letter grade: D=121, C=135, B= 149, A = 162.

Format. I arranged 262 hours of activities from which the student might choose. At the start of the course a syllabus was distributed to each student explaining the grading system, and giving a careful delineation of each activity and parameters by which it would be assessed. There were 20 different ways a student could earn hours with a maximum placed on each so that a student's experience would not be too lopsided. The list included the following: attending class, taking tests, collecting psychological articles, performing an experiment or a survey, reviewing selected books, writing a term paper, visiting a geriatric home, viewing selected TV programs (e.g. VD Blues, alcoholism, prisons), writing an autobiography on social, religious, political, psychological and sexual development, visiting a school for the mentally retarded, keeping a diary of psychological insights, visiting a mental institution, visiting a court in session, interviewing a police chief, psychologist, doctor or psychiatrist, keeping a notebook of class lectures, taking part in a panel presentation, and listening to cassette recordings of psychotherapy.

For the student to receive credit for any of the above items, it was necessary to meet the guidelines stated in the syllabus and to submit a written report of the completed assignment to the teacher. The number of hours credit received for each experience depended upon the quality of the work.

Attendance. A student could earn one-third of the hours needed for a C grade by attending all of the class sessions. The class activities included outside speakers(a former alcoholic, a professional counselor), five films, student panel presentations, small discussion groups, lectures by the instructor on popular topics, worksheets, book reviews, and tapes.

Results. The grade breakdown was as follows: A=23, B=10, C=6, D=1. At the conclusion of the course, the students were given the Wilson Teacher-Appraisal Scale. 34% found the course very enjoyable, 66% enjoyable. 45% thought the course required more homework than did their other courses, 45% thought it required the same, and 10% thought it required less. 40% rated the teacher in the top 10% when compared with other teachers, 48% in the upper quarter, and 12% in the upper half.

My Evaluation. Some improvements could be made. I would like to: put more emphasis on learning the text material; invite more guest speakers; develop more specific guidelines for evaluating and authenticating the students' out-of-class work; reduce the amount of credit allowed for submitting term papers; and, finally, I would use a student assistant in conducting the course.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1
Number of senior majors in the department: 0 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 500

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Richard Ruble
Title: Professor
Department: Psychology
Institution: John Brown University
Address: Siloam Springs, AR 72761

For more information: see Feb. 1975 Teaching of Psychology, "SPICING Up an Abnormal Psychology Course"

Telephone: (Area Code) 501 Number. 524-3131 Extension: 156

EXTENDED FAMILY THERAPY ROLE PLAYING IN AN UNDERGRADUATE CLINICAL PSYCHOLOGY COURSE

Clinical Psychology

Undergraduate students enrolled in a clinical psychology seminar participated in an extended simulation of family therapy sessions. The patients were always role played by four of the students while the therapists were the instructor, a clinical psychologist, and another member of the class. A different student co-therapist was assigned each session. There were ten 30 to 45 minute therapy sessions, one per week. The roles were assigned to correspond to a particularly difficult family session the instructor had previously encountered. However, after an initial assignment of roles, the students were not briefed on how to react in the sessions. Occassionally, the "family members" met just prior to the session to construct the family history since the last session, but most sessions were conducted without these meetings.

Following the therapy session, the instructor and all students in the class participated in about 30 minute discussions of the family relationships, the interactions with the therapists, possible alternative ways of treating the family, etc. Also, considerable time was spent dealing with the feelings of the therapists and the family members during the session. At these times, the student's personal history was often discussed briefly in an effort to show how this might have affected their responses during the session. The therapy sessions did not end successfully. The identified patient remained rejected by his family and the tension between the parents surfaced to such a degree that divorce was discussed. The students' feelings of frustration and helplessness (both as therapists & patients) were also considered, as well as value issues (e.g. what is pathological in a family interaction? What is successful therapy?).

The students were extremely interested and involved in the role playing activities and discussions. On several occassions, involvement within the sessions became so intense that the interactions were actually upsetting for the patients, therapists and even the observers. Specific theories and techniques of family therapy were demonstrated and discussed. All students verbally reported that the approach was extremely valuable and should be retained as part of the seminar. More traditional lecture and discussion methods were used during the other two class meetings conducted each week.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology
Abnormal Personality

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1 year~~s~~

Approximate amount of initial funding necessary to develop and try the innovation = $ **none**

Approximate amount needed each year to support ongoing project = $ **none**

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Verbal feedback and discussion with participants

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Leon J. Schofield, Jr.**
Title: **Assistant Professor of Psychology**
Department: **Department of Psychology**
Institution: **Hobart and William Smith Colleges**
Address: **Geneva, New York 14456**

Telephone: (Area Code) 315 Number: 789-5500 Extension: 346

FIELD EXPERIENCE IN PSYCHOLOGICAL SETTINGS: AN INNOVATIVE PSYCHOLOGY COURSE

Subject Areas. Abnormal psychology; clinical methods; behavior modification; etc.

Description of Course and Structure. This course was designed to provide superior psychology students with an opportunity to broaden their undergraduate training through academic coursework supplemented by supervised field experience in settings providing psychological services. The course begins each Fall Quarter and runs through the academic year, accommodating fifteen senior psychology majors who are selected on the basis of overall academic performance and past performance in psychology.

In accordance with their preferences, three or four students are assigned to each of four available facilities for the year. These facilities vary in their client populations (e.g., psychotic adults; emotionally-disturbed adolescents; mentally-retarded children; etc.), structures (e.g., residential; day treatment; outpatient; etc.), and intervention approaches (e.g., behavioral; psychodynamic; group or individually-administered; etc.). Students spend approximately six hours per week at the psychological setting, at least one hour of which consists of a group supervision session conducted by a qualified staff member of the facility. Students also attend weekly class meetings with the course instructor, during which time readings are reviewed, fieldwork experiences are shared and discussed, special guest speakers are occasionally invited, and various psychological issues are considered.

Weekly progress reports, which are submitted to the instructor two days prior to each class session so that they can be evaluated and returned in class, are an important academic feature of the course. The progress report consists of two sections. The Fieldwork Experience section begins with a summary of the salient features of the student's fieldwork for the preceding week, and this is followed by the student's evaluative thoughts about the fieldwork experience. The Reading Critique section begins with a listing and summary of the individualized readings completed during the preceding week, and this is followed by a critical analysis and evaluation of the reading material and its relationship to the student's fieldwork. The progress reports are designed to encourage students to think critically and creatively about their readings and fieldwork; the reports also enable the instructor to stay in close touch with the experiences of each student, as well as to identify issues that are likely to be of interest for general class discussion.

Grades in the course are based primarily upon students' weekly progress reports, quarterly evaluations of fieldwork performance provided by students' supervisors, and quality of participation in class sessions.

Objectives of the Course. Objectives include helping the student to: (a) develop a deeper understanding of the theories and methods of psychological intervention employed in real-life settings; (b) become familiar with the specialized literature on psychopathology and its treatment related to the type of facility and population of the assigned fieldwork facility; (c) gain a more realistic perspective on the strengths and weaknesses of existing psychological facilities, their staffs, and the methods they employ; (d) learn about the structure and functions of other psychological facilities through visits, presentations by professional staff, and discussions by students working at other facilities; and (e) attempt to conduct small-scale research projects with an individual or group if such an activity is within the student's interest, and is possible at the assigned facility.

Evaluation of the Course. Since its inception, this course has consistently been one of the highest-rated courses offered by the Psychology Department. For example, during the Fall Quarter of the most recent offering of the course, it received the highest rating of all nineteen courses presented that quarter. Current students' responses to open-ended evaluation questions, past students' remarks concerning the role the course played in preparing them for their current educational or vocational activities (note that a research study conducted jointly by several students was published in a major psychology journal), and the large number of senior psychology students who seek admission to the course annually, all appear to be further indices of the course's success in meeting its educational objectives.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors
☒ Psychology Majors
☐ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Course is limited to senior psychology majors selected on the basis of overall academic performance and past performance in psychology; students must also have had some coursework in abnormal psychology, personality dynamics, behavioral therapy, and/or psychodynamic therapy.**

Number of students who participate in innovation per year: 15

How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None.

Approximate amount needed each year to support ongoing project = $ None.

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: 250 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. A. Robert Sherman
Title: Assistant Professor
Department: Department of Psychology
Institution: University of California
Address: Santa Barbara, California 93106

Telephone: (Area Code) (805) Number: 961-3534 Extension:

GROUP OR PERSONAL COUNSELING KIT (APPLICABLE TO CLASSROOM, FAMILY, AND/OR INDIVIDUAL COUNSELING AND TEACHING)

Classroom situation or counseling center/situation. Applicable to communication techniques, counseling, therapies

The Counseling Kit is a collection of objects representing the various techniques I use in group and personal counseling. The techniques attempt to stimulate certain behavior: one, for example, is teamwork. A large picture of a mountain, on the counselor's wall, is the focus here -- the group is asked to work together to organize a hypothetical expedition to climb the mountain. The steps in their organization could apply equally to problems in school, family, and work. Another technique explores the individual's relationships with the people most important to him. For this purpose, the kit includes a sheet with figures representing these people; the person can place them on the sheet in the way that feels most comfortable, and their positions can reveal much about insecurities, closeness, and hostilities he feels. Other items include bags of darts, which represent the resentment people store up towards each other, and use when the "bags" are full of bad feelings. A pair of sitting dolls face each other and touch knees, representing my method of encouraging communication between couples, using eye contact and gentle physical contact.

All these techniques have proven enormously successful. I suggest that when the kit is put into production, others will find them equally useful.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

N/A

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $$3,500 initially

Approximate amount needed each year to support ongoing project = $kits could be used over again

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): conversations with them, with counsellees, colleagues

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4-5
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3 campuses, 9000

Characteristics of Institution

☐ Public-City
☒ Public-State Community college
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Robert J. Stout
Title: Associate Professor
Department: Social Sciences
Institution: St. Petersburg College
Address: 2465 Coachman Road Clearwater, FL 33515

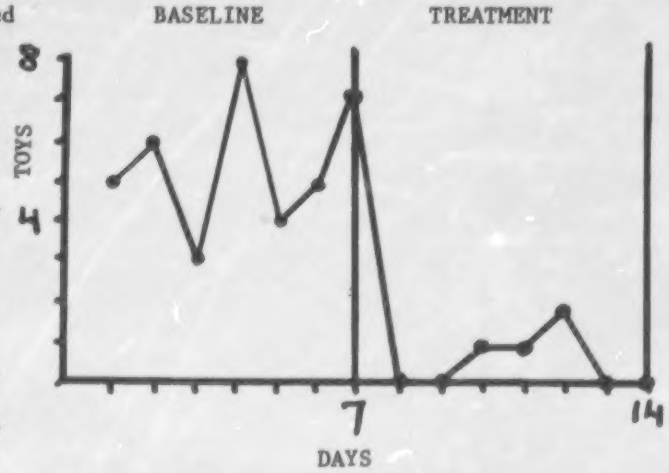
Telephone: (Area Code) 813 Number: 546-0011 Extension: 554 or 515

PROJECTS IN EMPIRICAL PSYCHOTHERAPY AS A COMPONENT OF PSYCHOLOGY COURSES

Abnormal Psychology, Theories of Personality

Hall (1971) has demonstrated that teachers enrolled in university courses can be taught a basic understanding of the principles of behavior modification and can, under the supervision of the course instructor, successfully apply them to problem behaviors in their own classrooms. The innovation discussed in this report is definately in this tradition. It differs from previous reports in that the interventions employed by the students are not restricted to orthodox behavior modification tactics. The students are required to arrive at an operational definition of the problem behavior with which they work. After a stable baseline for the behavior has been established, an intervention is applied. This intervention is selected from a wide range of possible treatments which are expected to be effective on an empirical, theoretical, or intuitive basis. The authors have labeled this broaded orientation "Empirical Psychotherapy." Each student is required to carry out such a project on a subject and behavior of his choice during the latter half of the course, which stresses an objective understanding of behavioral dysfunctions and reviews empirical approaches to their treatment. These projects are carried out under the supervision of the course instructor, a licensed clinical psychologist, by way of periodic progress reports in class. The student is not required to be successful in modifying the target behavior in order to earn a good grade on the project; it is believed that at the present primitive state of knowledge in therapy much can also be learned from unsuccessful applications. But a high percentage of the projects are successful, so some clinical services are being provided as well as teaching.

Data from one such project, conducted by Charles H. Boland, is shown in the attached figure. This shows how the number of toys a child left in the TV room of his house was decreased by rewarding him for picking up the toys. Laura Smith reduced the average number of cigarettes her subject smoked during a 3-hour period each evening by 1) asking her to chew gum instead, 2) praising gum chewing, 3) reminding the subject that she was saving money by not smoking, and 4) by consequating smoking with a lecture on its health hazards. The mean number of cigarettes smoked during the pretreatment week was 6.4. This was reduced to 1.9 during the treatment week.



INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: varies
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): data submitted by students

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3080

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Robert W. Wildman, Ph.D	Robert W. Wildman, II, M.S.
Title:	Assoc. Professor (P/T)	Psychology Intern
Department:	Psychology	Rehabilitation and Counseling
Institution:	Georgia College	Fulton County Alcoholism Tmt. Ctr.
Address:	Milledgeville, Georgia 31062	Atlanta, Georgia 30303

Telephone: (Area Code) 912 Number: 453-4574 Extension:

UNDERGRADUATE PRACTICUM IN INDUSTRIAL PSYCHOLOGY

Industrial Psychology

The basic objective of the practicum in industrial psychology is to give undergraduate students an experiential approach in the application of psychology in an industrial atmosphere. The students in the practicum are expected to use content material learned in an industrial psychology course taken as a prerequisite to the practicum. An added benefit of this course is that the students learn the restrictions and controls imposed upon psychological research in the working world.

This course is presently being offered for the second time. Enrollment has ranged from 10-13 students. There are between five and seven field placements each semester. No more than two students are allowed at one field placement. Each project has a field advisor in addition to the faculty member (industrial psychologist) assigned to the course. The field advisor usually is a personnel director of a company or institution; however, advertising mangers and personnel researchers have also participated as field advisors. The requirement for this course is completion of a project which is acceptable to both advisors and the student and mastery of objectives taken from recent journal articles in areas of industrial psychology.

The student projects have covered many specific areas. Some projects are reduction of turnover of nurses' aides, measuring management attitudes toward female employment; a feasibility study for the opening of a quick serve restaurant, making job analyses, evaluation of jobs through the point system, validation of tests, trends of absenteeism, effects of pay methods on accident rates, effects of different types of coupons, etc.

The practicum is taken as one course during a semester and is equal to three semester hours. The faculty member teaching the course is given credit for one course out of semester (one quarter time).

There have been evaluations from students and field advisors for the first course offered. The evaluations have been overwhelmingly positive. The most positive student evaluations involve the learning of a skill in a "real world" environment. The strongest student criticism involved lack of time to complete requirements and requests that the practicum be increased to six semester hours, (presently the students spend four to six hours per week in industry plus transportation time.) The field advisors cited their wishes to give students more of their time, however, they praised the work of the students and were glad to work with the University in this venture.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology and either Industrial Psychology or permission of the instructor

Number of students who participate in innovation per year: 11
How long has the innovation been in effect? 1.5 years

Approximate amount of initial funding necessary to develop and try the innovation = $2000

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Advisor evaluations in field

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 35
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Leonard Berger, PhD
Title: Assistant Professor
Department: Psychology
Institution: Clemson University
Address: 102 Hardin Hall
Clemson, South Carolina 29631

Telephone: (Area Code) 803 Number: 656-3210 Extension: 9

UNDERGRADUATE FIELD EXPERIENCE PROGRAM

Applied Psychology

The Undergraduate Field Experience Program is designed as an exchange program between the given field center and the Psychology Department at Northeastern. The student volunteers (approximately 70/trimester) work at the field center, assuming responsibilities as though they were employed by the center. In doing so, the students gain invaluable learning experiences which cannot be obtained in the classroom. This on-the-job training usually benefits the students in obtaining jobs in the area in which they have done their field work.

A student works 9 to 12 hours/week at the field center for 3 hours credit or a maximum of 18 to 24 hours/week for 6 hours credit, in any one trimester. The field center may require the student to participate in the program for more than one trimester and may require courses not initially required by the UFEP before the student can work at that center.

Each student involved in the program must have a faculty advisor whom he chooses from the 16 available to him in the program. The student and faculty advisor work together in setting up a program for the student at the chosen field center. The field center catalog, from which the student chooses his particular placement, lists all currently available field centers, ranging from day care centers and hotlines to hospitals and correctional facilities. The UFEP Committee, along with an administrative assistant assigned full time to the program, approves these centers based on their program, and on the supervision and learning experiences provided. Site visits are also made during the trimester.

The faculty advisor requires that the student do additional work (papers, additional readings, library research, project reports, etc.) that compliment and/or supplement the field experience. The staff or supervisor responsible for the student volunteer at the center is also encouraged to require the student to do research, readings, attend seminars, etc.

At the end of the trimester, evaluations from both students and field centers are gathered and used by the faculty advisor to determine grading of the student and by the UFEP committee to determine "grading" of the field center as a result of the student's perception of his involvement there.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology course or equivalent

Number of students who participate in innovation per year: 200 (approximately)
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $ DNA

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Field Center evaluations

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 20
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Drs. Margaret Condon(Co-ordinator),Ann Buchmann, Anthony Kopera
Title: Undergraduate Field Experience Committee
Department: Psychology
Institution: Northeastern Illinois University
Address: Bryn Mawr at St. Louis, Chicago, Il. 60625

Telephone: (Area Code) 312 Number: 583-4050 Extension: 671

ROLE PLAYING SITUATION AS A VEHICLE TO TEACH THE APPLICATION OF PSYCHOLOGICAL PRINCIPLES

Applied Psychology

Objectives:

A) to assist students in applying some of the psychological principles that they learn in a typical undergraduate program; particularly, those principles and concepts from social psychology

B) To produce some growth and some change in the attitudinal and affective domains

Number of students: 35 - 50

Faculty involved: one

Content: articles describing the effect of the social and physical environments upon individual behavior

Method: Students were required to compose an extensive autobiography at the beginning of the semester. Roles were then assigned which were different from, and often completely contrary to, the individual's usual mode of acting, thinking, and demographic status. Subsequent to this, students worked in small study groups to aid each other in delineating the characteristics of each role and in formulating the best way to enact each role position.

The role playing situation was an actual town council meeting. One individual was the mayor, another the Black Panther, and another the director of social services. There were a total of thirty-five different roles in the "city." During each class session, the town meeting had to solve certain problems (e.g. welfare reform, pollution control, day care centers, low-income housing, etc.) and to pass legislation which then had to be approved by the governor (the professor). Minority groups were represented with middle-class whites playing these roles; and some men and women played roles of the opposite sex. The entire situation was an adaption and extension of the simulation described in Cohen's book Psych City (Pergamon Press, 1973).

During the sixth week of the eight-week simulation, a full blown convention was staged. Students were expected to nominate candidates for the positions of mayor, police commissioner, and three council vacancies. All candidates campaigned, platforms were drawn-up, and elections held. The winners assumed their respective offices during the final two weeks of the simulation.

The final classes of the semester were devoted to evaluation and analysis. Each person was expected to assess the avenues of communication utilized, the development of norms and coalitions, power sources, decision-making processes, leadership, attitudes, methods of change, and the relevant psychological principles employed to accomplish goals in the "real" world.

Evaluation: Students completed a thorough course evaluation at the end of the semester. Results indicated that they enjoyed the course, learned much about the relevancy of psychology, and highly recommended that the course structure be continued. The most gratifying data came when some students indicated that they had changed their attitudes toward minority members and persons of the opposite sex, and in general had acquired a broader perspective of life and a deeper understanding of other people's behavior.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

students should have completed at least the basic courses in psychology

Number of students who participate in innovation per year: 35
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 13
Number of senior majors in the department: 70 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,700

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	David J. Marx, Ph.D.
Title:	Assistant Professor
Department:	Psychology Department
Institution:	Clemson University
Address:	Clemson, South Carolina 29631

Telephone: (Area Code) 803 Number: 656-3210 Extension:

A GROUP PROJECT USING AUDIO-VISUAL EQUIPMENT

Organizational Psychology

About mid-way through the semester a class of about 30-40 students was divided by means of a series of micro-lab experiences into groups of eight. Each group was then informed that they would be responsible for preparing and presenting a case study of about 15-25 minutes duration pertaining to some important aspect of human behavior in an organizational setting. They were to handle all decisions about what to do and how to do it (one member acted as a liason to keep the instructor generally clued in) and they were told that the cases would be video-taped in private session near the end of the semester and that later they would present the cases on video to the whole class. Sixty per cent of the grade for the project would be determined by the class's evaluation of the cases as measured by a series of individualized student scales. Each group was to decide whether or not each group member whould receive the same grade or whether they should reward the individuals differentially. The other 40% would be based on the instructor's evaluation of an individual paper which each student wrote describing and discussing the life history of their group with a focus on group dynamic variables relevant to what had been studied in class and, in some cases, what had been presented in the cases. Scaled group analysis questionnaires were provided so that a student could record his or her reaction to each of the group meetings. These meetings were usually held outside of class time although sometimes the last half hour of class was set aside for that purpose. The instructor and, occasionally, a student assistant, did the video-taping with the School's equipment.

In course evaluations and in informal verbal feedback students were exceedingly favorable to the whole experience. The nature of the project was found to necessitate bridging the gap from class room concepts to real world experiences both in the case itself and in group's preparation thereof. In addition, a number of positive interpersonal experiences between the students resulted.

This audio-visual case presentation approach could easily be adapted to other particular areas of psychological teaching.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology Course

Number of students who participate in innovation per year: 70
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1000 Audio-visual system
Approximate amount needed each year to support ongoing project = $ 50

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Class Discussion

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25+
Number of senior majors in the department: _____ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Keith McConnell
Title: (Former (when initiated))
Department: Assistant Prof., School of Business
Institution: University of Kansas
Address: Lawrence, KS 66044

Current
Graduate School of Professional Psychology
JFK University
Martinez, CA 94553

Telephone: (Area Code) 415 Number: 841-6495 Extension:

INNOVATIVE TECHNIQUES FOR A SUPERVISORY PSYCHOLOGY COURSE IN A COMMUNITY COLLEGE

Supervisory Psychology

Novel syllabus for supervisory psychology course created high student interest in a required psychology course for veterans. The majority of the men worked full or part-time and were in supervisory positions in industry. This evening course met 6:30 - 10:30 pm every Monday for 11 weeks. For the majority, this community college course was their first course in psychology for a 2-year associate degree and/or OSHA certification. A course syllabus will be mailed upon request.

Gary E. Zimmerman
Professor of Psychology
Continuing Education Division
Chesterfield-Marlboro Technical College
Drawer 928
Cheraw, S.C. 29520

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 37
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 2
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1100

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Gary E. Zimmerman
Title: Professor of Psychology
Department: Continuing Education Division
Institution: Chesterfield-Marlboro Technical College
Address: Drawer 928
Cheraw, S.C. 29520

Telephone: (Area Code) 803 Number: 479-3914 Extension:

A DEGREE PROGRAM IN ANIMAL BEHAVIOR

Animal Behavior, Animal Learning, Zoology

In 1969, the University faculty accepted a recommendation from the Departments of Biology, Psychology, and Chemistry for the establishment of a major in animal behavior leading to the AB or BS degree. The MA or MS in animal behavior is also given. The program was designed by the departments in order to provide the coursework, field, and laboratory experience necessary to gain fundamental knowledge of this area. The curriculum includes one year of organic chemistry, physics, and a consortium of statistics and computer science and semester courses in (from the Psychology Department) comparative psychology, animal behavior, learning, experimental psychology and (from the Biology Department) cellular and molecular biology, embryology, evolution and population dynamics, and genetics. In addition, majors are expected to make use of field stations during the January intercessions and to carry on work with members of the staff in order to prepare a senior thesis or project.

The program required no new costs, since appropriate coursework and staff were already teaching these courses. Moreover, no shifts in departmental size or assignments were necessary, since these courses are likely to continue to be offered by the appropriate departments. It is essential that such programs have established laboratory and field facilities, although institutions without direct control over field stations will find that many stations welcome applications for short-term work from undergraduates.

Clearly, the program requires close working relations among the departments concerned, for there is always the possibility that the program will become the province of one department. To remain attuned to this natural problem, the program is under the responsibility of a joint committee that approves student programs, among other responsibilities.

Of the graduates, 33% are in medicine, 10% in law, 45% in graduate schools in fields related to animal behavior, and the remainder are in various positions including the ministry, zoo design, and museum work.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

This is a degree program; hence, the requisite is admission to the University

Number of students who participate in innovation per year: 20
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none
Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

number of applicants; national fellowships; graduate admissions

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 20 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Douglas K. Candland
Title: Professor of Psychology
Department: Psychology
Institution: Bucknell University
Address: Lewisburg, PA 17837

Telephone: (Area Code) 717 Number: 524-1200 Extension:

PERSONALIZED INSTRUCTION (KELLER PLAN) IN PHYSIOLOGICAL PSYCHOLOGY

Physiological Psychology

Have study materials for Kimble, *Psychology as a Biological Science*, and for selected Scientific American articles. There are 35 students in the class, with five undergraduate proctors.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 70
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Richard E. Carlson
Title: Associate Professor
Department: Psychology
Institution: Texas Tech University
Address: Box 4100 Lubbock, Texas 79409

Telephone: (Area Code) 806 Number: 742-6284 Extension:

INTERDISCIPLINARY PHYSIOLOGICAL PSYCHOLOGY WITH A LABORATORY AND PERSONALIZED INSTRUCTION

Physiological Psychology

Our problem was to design a course in physiological psychology at Minot State College which could be utilized by Allied Health and Psychology students. Dr. John Ward and I teamed up to solve the problem. Dr. Ward, who customarily teaches physiology, teaches the lab section. I, who customarily teach psychology, teach the "lecture" section. The course is offered on the quarter system for 4 hours college credit. The "lecture" section is taught three days weekly for one hour each session, and the lab is taught one day weekly for two hours.

The lecture text is R. F. Thompson"s Physiological Psychology (Freeman, 1972) and the lab manual is Hart's Experimental Neurophysiology (Freeman, 1969). My 75-page manual, Physiological Psychology: A Self-Paced Course (self-published, 1975) includes a class syllabus, introductions to selected text units, procedures to follow in studying the units, and study questions related to the test questions. Each unit is accompanied by a set of 5 multiple-choice test items and one or two essay questions. Essay questions usually require the student to diagram and describe a major concept, tool,or brain region.

On the first class day, students are told of the course procedures and grade requirements. A pre-test is also taken. Materials are handed out and the students are told which texts will be used for the course. Following the first session, students are permitted to attend the "lecture section" to study, review the material, take quizzes, or discuss material with the instructor or their peers. After each 5 or 6 quizzes, students take a unit review quiz covering material from the last section. Following the unit review quiz, students may take a laboratory quiz which correlates with the section. Students are permitted to take the lab quiz at any time following the unit review quiz provided the laboratory meeting has been conducted related to the quiz. The lab quiz may be postponed by the student until a later time in case the lab work has not yet been completed. The "lecture" quizzes may be completed, then, prior to taking any lab quizzes. After completing the 30 unit quizzes and 5 lab quizzes, students may take the final exam which is a composite of all prior work.

In the tradition of Keller's system, the student is permitted to pace himself: he takes small units (4-5 pages), unit mastery is required (100%), lectures are scheduled as motivators (4 are scheduled), and proctoring (by the instructor) is used. No student is permitted to attend a lecture or other activity if pacing is behind schedule (one per class on the the average).

Grades are divided in such a way that "lecture" quizzes with mastery demonstrated are worth 300 points, the final exam is worth 150 points for 90%+, and the laboratory quizzes are worth 150 points with mastery demonstrated. In other words, the "lecture" quizzes are worth 50% of the grade, the lab quizzes are worth 25% of the grade, and the final exam is worth 25% of the grade. All "lecture" and lab quizzes may be retaken until mastery is demonstrated, but the final exam may be taken only once. With this grading procedure, students may get an A in the course in spite of prior history and do so with mastery.

Evaluation of the course is made by questionnaires, pre- and post-tests, comparison with other courses taught using Keller's PSI, and examination of self-paced performances.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Interdisciplinary: Allied Health & Psych

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1 term years

Approximate amount of initial funding necessary to develop and try the innovation = $1800. for lab equipment

Approximate amount needed each year to support ongoing project = $ 200.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Self-paced performance, other Keller-plan classes, pre- and post- tests

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8½ in psych in education, about 15 in science
Number of senior majors in the department: ______ (if applicable)
25 in psych, about 50 in science

Size of Institution
Total student enrollment in 1974-75 academic year: 2200

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: K. Anthony Edwards
Title: Assistant Professor
Department: Division of Education and Psychology
Institution: Minot State College
Address: Minot, North Dakota 58701

Telephone: (Area Code) 701 Number: 838-6101 Extension: 352

REPEATED TESTING, USE OF UNDERGRADUATE SENIOR LEADERS, SEMI LECTURE-SEMINARS PRESENTED IN UPPER LEVEL COURSE IN DRUGS AND BEHAVIOR

Psychopharmacology

The course is divided into two parts. The first 3/4 of the semester is taught in a traditional lecture format. At the end of the lecture section of the course, students are given a written examination. The grade on the exam counts 75% of total grade in the course. If the student is not satisfied with the grade, he may take another exam. The student is then given a third opportunity to take a written exam. If the student is still dissatisfied, he may take an hour long oral exam with the professor. Thus, the student is given the opportunity to take a maximum of 4 examinations, the highest grade being recorded.

For the second part of the course the students are divided into small discussion sections of 10-12 students. Each section is supervised by an undergraduate who had taken the course previously and obtained at least a grade of A-.

At each meeting one student is required to give an oral presentation of any subject concerning drugs (biochemistry) and behavior. After each session the remaining students evaluate the presentation and grade it. The teaching assistant also grades the presentation. The grades are averaged (student grade 50% weight, TA 50%). If the student is dissatisfied with the grade, he will write up his presentation in the form of a paper which is graded by the TA and the professor.

From the student evaluation, they seem to like the idea of alternative exams and recourse to a paper if oral presentation is not satisfactory. The students are overwhelming in their approval of small seminar sections. They comment that it is rare that they have the opportunity to explore in depth a subject which they find interesting, present it and have it discussed in a small group setting.

The final grades in the course are higher than college average. This is because students can raise their grade by taking various options. The median for any written exam is set at C. However it is usually those students who did poor on the previous exam who take the exam over. No correction is made for the number of exams taken. The percentage of people taking exams are as follows:

First exam	100%
Second exam	85%
Third exam	55%
Oral exam	8%

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Course in Biology and Psychology

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: __________

Characteristics of Institution

☐ Public-City
☒ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: David A. Levitsky
Title: Assistant Professor
Department: Division of Nutritional Sciences and Department of Psychology
Institution: Cornell University
Address: Ithaca, New York 14853

Telephone: (Area Code) 607 Number: 256-3041 Extension:

THE CONCEPT OF ORGAN USE REVISITED IN THE GLUTEUS MAXIMUS

Perceptual and Motor Skills

Sporadically throughout the history of psychology, the concept of use and disuse of organs, especially the cerebral cortices, has played a relatively minor role (see Gall and Spurzheim, cf. Boring, 1950). The Movement of Phrenology (Gall and Spurzheim) emphasized that cortical cells through constant use increased or expanded, thereby producing a protrusion of the dura mater. The primary purpose of the present study was two-fold: (1) to investigate the relationship between stimulation, hence use, and organ growth in areas other than the cerebral cortex, i.e. the Gluteus Maximus; and (2) to provide Stat Professor with a humanistic correlative example by which to demonstrate cause and effect relationships.

Method: Ss in the present study were 24 pairs of naive, undergraduate males and females, randomly selected from the author's introductory psychology class.

Each male was asked to measure his hand to the nearest one-hundredth inch from the tip of the medius to the armilla. For those who do not know which finger is the medius, it is frequently seen extended on "Laugh-in" and the flying, fickle finger of fate. The male S next took his respective female partner's hip measurements. Hip circumference was measured one inch below the iliac arch. Unfortunately, the E did not participate in the measurement of the hips, as the E was aware of the Rosenthal effect. Actually, if you have ever thought about it, the Rosenthal effect may be a Rosenthal effect.

Results: The raw scores from the above sample were subjected to analysis by Pearson product-movement correlational analysis.

The results show that correlation between the hand-size of the male and hip-size of the respective female is +.44 and is a significant positive correlation ($t=2.29$, $df=22$, p less than .05). Thus, the results show that there is a significant amount of statistical association between hand-size and hip-size. As in the case of relational studies, inferences concerning direct cause and effect are at best tenuous statements. Thus, relationally, the hypothesis of organ use has tentatively been confirmed. It appears that as hand-size increases, hip-size increases. This may be due to the fact that a larger hand covers and/or stimulates more hip area.

Since the data were at "hand," the regression lines for predicting hand-size from hip-size, and hip-size from hand-size are presented for other investigators. It has been pointed out by several of my colleagues that the increased hip-size might be due to a dietary factor prevalent in the South, i.e. corn-bread.

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INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Have a sense of humor

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 28
Number of senior majors in the department: 200+ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000+

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Robert E. Prytula
Title:
Department: Psychology
Institution: Middle Tennessee State University
Address: Murefreesboro, Tenn. 37130

Telephone: (Area Code) Number: Extension:

OBSERVING NATURAL BEHAVIORS OF ANIMALS

Comparative Psychology

Preparation for this project. Students learn about classes and components of behavior. Examples of classes and sexual behavior, fighting, care of the body surface, reacting to predators, etc. Each class is made up of sequences of behavioral components: a preparatory component (appetitive), a consummatory component and a postconsummatory component. For descriptions of various class of behavior and the idea that behavior is analyzable into sequences of components, see: Denny and Ratner, Comparative Psychology, Review Edition, 1970; Tinbergen, The Study of Instinct, 1951; or Cooper, Comparative Psychology, 1972.

Objectives of the project are: (a) to become facile with the language of analysis of behavior into classes and sequences of components, (b) to apply this classification system to the natural behavior of an animal, (c) to report the results of the observation in a standard format for research reports with an emphasis on the language of the analysis of behavior.

Preliminary procedures. The instructor presents material on two things: (a) the language of behavioral analysis that can be derived from the work of Denny and Ratner, and their analysis into sequences of innate or species specific responses to stimuli (releasing stimuli), (b) the instructor helps the students to identify research setttings, including homes farms, lawns, etc., where animals can be found that exhibit behaviors in conspicuous ways.

Getting the feel of the project. The students, ideally working in pairs and trios, go to the setting that is convenient for them. The setting may include an animal laboratory, a zoo, or an area where birds or insects live and feed. The students become familiar with the local fauna and make preliminary observations to assess the availability of animals and the probability of finding useful behaviors.

Preparing for the observation. The students determine how they will sample the animals and their behavior to get a representation of the behavior. The students practice observing and recording. One member of the team may be the observer and the other the recorder. Video tape, cameras, tape recorders, stop watches, and field glasses are useful but not necessary. Data sheets or field notebooks are necessary.

Conducting the observation. The students go to the habitat of their animal at the time when the behaviors of interest to them are likely to occur. Several observation periods increase the chances of seeing the behaviors and the components of the behaviors. Records are kept of the responses, their sequence and the stimuli that elicit them. It is quite true that it is more difficult to identify eliciting stimuli than the responses themselves. During the observations special attention is paid to ritualized movements that animals may make in response to each other or in response to other aspects of the stimulus situation. Sketches are useful to characterize responses and the setting. Reports for each observation also include the time of day, the weather conditions,and any other special circumstances.

Reporting the observation. This step involves bringing together the outcomes of the prior three steps in the project in relation to the preliminary information about classes of behavior. The format of a journal article is a convenient way to organize the report. This includes an introduction to the problem, a method section, the results, and a discussion.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Two courses in psychology or course in Animal Behavior.

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 60
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 40,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Stanley C. Ratner
Title: Professor
Department: Psychology
Institution: Michigan State University
Address: East Lansing, MI 48824

Telephone: (Area Code) 517 Number: 353-0661 Extension:

USE OF VIDEO EQUIPMENT AS INSTANTANEOUS FEEDBACK IN AN EXPERIMENTAL PSYCHOLOGY COURSE

Experimental Psychology (Psychophysical studies; Physiological studies)

Carried on in two ways: (1) filming of the experimental procedures for later showing and viewing by students; (2) immediate feedback to those students participating in the experiment.

Active students are not able to see themselves during the experiment but monitors allow others to view activities involved in the experiment. Participating students later view the video sequences with instructor or laboratory assistants.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology (3 credits); Statistics (3 credits); Experimental Psychology I (3 credits)

Number of students who participate in innovation per year: 20-25
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 4,000

Approximate amount needed each year to support ongoing project = $ 250-350

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Feedback from students at the time of presentation; feedback from returning graduates now in graduate school.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 30 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ [illegible]rter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Anthony J. Summo
Title: Professor; Chairman of Department
Department: Psychology
Institution: Manhattan College
Address: Bronx, N.Y. 10471

Telephone: (Area Code) 212 Number: 549-8000 Extension: 231-232

PERSON-ORIENTED APPROACH TO THE PREPARATION OF UNDERGRADUATE TEACHERS, VIEWING THE CURRICULUM AS EMBRACING BOTH COURSE CONTENT AND THE MEANING OF THAT CONTENT FOR THE STUDENT, AND USING SMALL GROUP DISCUSSION, PEER FACILITATORS, INTEGRATED FIELD EXPERIENCE, CONTRACT GRADING, AND STUDENT EVALUATIONS.

Psychology of Child and Adolescent Development (with required field component)

OBJECTIVES: (1) Growth in understanding of the young through improved observation and use of formal knowledge to illuminate individual behavior. (2) Growth in self-understanding and realistic self-confidence in interpersonal relations. (3) Growth in critical awareness of the influence of the school through active participation in a classroom situation which departs from past experience.

CURRICULUM: (1) Two-part: (i) Selected topics presented by way of lecture, film, or demonstration, leading to (ii) consideration, through small-group discussion, of the meaning for students of the ideas presented, followed by feedback to the whole class; experience peers serve as group leaders. (2) Wherever possible, the approach is experiential (e.g. projection by way of Gestalt Awareness exercise), or material for discussion is generated from students' own past experience (e.g. influence of ethnicity, ordinal position.) (3) Classwork supplemented by heavy reading requirement using sual texts (e.g. Kagan, Understanding Children) with more popular books (e.g. Axline, Dibs) and articles. A wide choice of materials is provided for

PEER FACILITATORS: Experienced students (4 per section of 30 students) attend the course a second time as Student Assistants. Each serves as a Course Advisor to 6 or 7 students, and functions as Group Discussion Leader when the class breaks up into small groups. The SAs and Course Instructor attend a special weekly seminar devoted to a discussion of student and course problems, and to the development of human relations and group leadership skills.

INTEGRATED FIELD EXPERIENCE: In small group discussions, students focus on the relevance of the material presented to their experience in the field (each student spends 2 hours per week in a public school classroom). They keep a field work log, and do two short papers based on their field experience. Personal conferences are held; the course Instructor and Field Supervisor plan together.

CONTRACT GRADING: In accordance with guidelines provided, the students make out a grade contract open to renegotiation. The grade is based on the amount of work completed; unsatisfactory work is done over. This is an Honor System.

EQUIPMENT: At present 6 films are in use, all belonging to our Audio-Visual Department. (Piaget-Conservation; Children as People; The Change-Over; The Way It Is; Black History, Lost,Strayed, Or Stolen; Activity Group Therapy).

STUDENT EVALUATIONS: At mid- and end- of term, anonymous course evaluations are filled out. At the end of the term, students are asked to write an honest appraisal of their learning in the course;if, having done so, they find it too personal to share, they may submit a signed statement to that effect.

INDEPENDENT STUDY CREDIT AS PAYMENT FOR SERVICE: For a 6-hour per week investment the Student Assistants get 3 Independent Study credits. The present Seminar Leader, a doctoral candidate, gets "paid" in a similar way.

FACULTY: The Field Supervisor and Course Instructor. The latter puts in extra time to organize the program and attend the 2-hour weekly seminar.

EVALUATION OF OUTCOMES: (1) Anonymous evaluations; end-term essays: some complaints about workloads; over-all reaction was strongly favorable; some students report significant changes in outlook and behavior; some behavior change observed in class. (2) Formal assessment of attitude change attempted; results inconclusive; more effective instruments need to be found or devised. (3) Formal course evaluation done by Student Government gives course an excellent rating.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores--mostly
☒ Juniors
☒ Seniors --few
☒ Psychology Majors - few
☒ Non-Majors - mostly
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Psy I is a pre- or co-requisite

Number of students who participate in innovation per year: 180
How long has the innovation been in effect? 5 years for contract grading; 2 years for use of student facilitators

Approximate amount of initial funding necessary to develop and try the innovation = $------

Approximate amount needed each year to support ongoing project = $----

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): 1. Student reports of change in outlook and behavior in logs, conferences, end-term essays.
2. Observation of behavior change in class.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 37
Number of senior majors in the department: -- (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Debora C. Brink
Title: Assistant Professor
Department: Social and Psychological Foundations of Education
Institution: City College of New York
Address: New York City, New York 10031

Telephone: (Area Code) 212 Number: 690-5473 Extension:

THE PERSONALIZED SYSTEM OF INSTRUCTION (PSI) IN AN UNDERGRADUATE CHILD PSYCHOLOGY COURSE

Child Psychology

The PSI or Keller plan is being employed in two sections of an introductory course in child psychology. The majority of students are freshmen and sophomores but students from all classes are represented. General psychology is the only prerequisite and the majority of students have had only one previous course. However, students' psychology backgrounds vary widely. Only one student was previously exposed to a PSI course.

Course objectives include (a) self-paced learning (within the limit of a semester), (b) mastery of assigned material, (c) individual contact with students, and (d) positive reinforcement for learning. Approximately 60 students are involved, assisted by six undergraduate tutors and the instructor. The tutors are volunteers, each of whom demonstrated superior performance in a previous child psychology course. Materials include a detailed statement of the course policy, the textbook, and a set of study guides. All test questions are drawn from topics covered in the study guides.

Required course content includes the first 11 chapters of Child Development and Personality, by Mussen, Conger, and Kagan, which are divided into 13 units. Study guides for all units are contained in the PSI Student Workbook by Peters (all materials published by Harper & Row). Students must demonstrate mastery of each unit, sequentially, by perfect performance on a 10-item, short-answer test. Any number of tests (alternate forms) may be attempted until a unit is passed; there is no penalty for not passing a particular test. Unit tests are requested by the student, immediately graded by the tutor, and discussed. Thus, the student receives immediate feedback and individual assistance with any problems. Students receive 25 points for each unit passed and a comprehensive final examination, worth a maximum of 110 points, will be administered. Grades are based on the total number of points earned.

There are three scheduled class hours each week, per section, apportioned as follows: (a) two hours for tutoring and unit tests; (b) one hour for lecture/discussion of enrichment topics (e.g. child abuse, the effects of day care) and relevant films when available. In addition, students may come to the instructor's office for unit tests on non-test days.

Evaluation measures include final examination performance and a detailed student questionnaire. In addition, student ratings and performance will be analyzed for possible relationships to previously obtained locus of control scores. Data are not yet available.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation: The introductory course in psychology

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☒ Other (specify): Relationship of ratings and performance to locus of control measures.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 40
Number of senior majors in the department: 250 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 17,000

Characteristics of Institution

- ☒ Public-City
- ☐ Public-State
- ☐ Private
- ☒ Urban
- ☐ Non-Urban
- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College
- ☒ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral
- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Jerome H. Feldstein
Title: Assistant Professor
Department: Psychology
Institution: Herbert H. Lehman College of the CUNY
Address: Bedford Park Blvd. West
Bronx, N.Y. 10468

Telephone: (Area Code) 212 Number: 960-8204 Extension:

FIELD WORK IN DEVELOPMENTAL PSYCHOLOGY: MIDDLE SCHOOL PLACEMENT

Developmental

Faculty: 2; each approximately one-half of the semester

Students: 18; 9 graduate students, 9 undergraduate students

Assistants: None

Equipment: Parts of TAT
Flanders Classroom Analysis
Parts of WISC
Timing Devices
Tape Recorders

Objectives:
- (a) Familiarity with techniques for assessment of children's behavior
- (b) Training in behavior observation
- (c) Strategies of assessment and observation to analyze development
- (d) Planning program for one child with assistance of school personnel
- (e) Assessment of intervention program
- (f) Show relationship between theory, observation and behavior

Placement: Students placed in a Middle School for field work. Students worked in pairs, usually one graduate with one undergraduate (3 hours/week). Cooperation of school required both teachers and educational psychologists.

Content:
- (a) Ethics of behavior assessment and intervention
- (b) Development of assessment tools; reliability in several areas: intelligence, personality, classroom behavior
- (c) Use and evaluation of tools
- (d) Behavior modification in its many guises
- (e) Case assessment
- (f) Reliability and validity of data
- (g) Report writing; relationship of individual differences to principles of psychology

Evaluation:
- (a) School requested additional students second year
- (b) Middle school students showed reliable, but temporary behavior change
- (c) Students rated course positively on opinion survey

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Introductory Psychology**
Developmental Psychology
Permission of the Instructor

Number of students who participate in innovation per year: 18

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: **N.A.** (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3200

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Jeannette M. Haviland; Juliet Vogel**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **Livingston College, Rutgers University**
Address: **New Brunswick, NJ 08903**

Telephone: (Area Code) 201 Number: 932-2444 Extension: —

PSYCHOLOGY OF PLAY AND RECREATION: A DEVELOPMENTAL ANALYSIS

Developmental Psychology

The topic of children's play has been a concern of child psychologists for some time; sport and recreation have traditionally fallen within the realm of physical education; and the role of leisure has been primarily a concern of gerontologists. This course endeavours to treat these and other topics together as an important issue in life-span development. It makes the assumption that while there are differences in play, games, sport, recreation and leisure, there are conceptual similarities in both the way these activities affect development and the ways in which development and adjustment problems are manifested in them. These differences and similarities provide a new perspective in the analysis of human development and adjustment.

Writings by Virginia Axline, Erik Erikson, David Berlyne, and Brian Sutton-Smith lend a good deal of academic integrity to the subject and an apparent increase in related literature suggests interest elsewhere.

Since it has been offered only twice much remains to be done in terms of development and evaluation, but students -- who come from a variety of disciplines -- seem quite enthusiastic about it and course evaluations are favorable.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: 35
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Douglas A. Kleiber**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **St. Cloud State College**
Address: **St. Cloud, Minnesota 56301**

Telephone: (Area Code) 612 Number: 255-3142 Extension:

CONTINGENCY MANAGEMENT FOR THE INCREASING GENERALIZATION OF ACADEMIC SKILLS IN A DEVELOPMENTAL PSYCHOLOGY COURSE

Developmental Psychology

Using the contingency management (cm) approach, it was the objective of this course to require students to evidence increasing degrees of academic skills and "independence" by carefully tying course activities to final evaluation (grading) of students. For two standard developmental text-books (Gordon, 1969 and Birren, 1964), 42 sophomore-senior psychology and non-psychology majors were required to reach: 80% "mastery" criterion on 9 weekly unit quizes over the Gordon text, in toto, for a course grade of "C;" 80% "mastery" on 5 weekly oral discussions over most of the Birren text for a course grade of "B;" and for a course grade of "A," were required to complete a paper analyzing a developmental topic with the approach taken in the course ("transactionalism") to publication standards. Following cm procedures, each performance could be repeated until criterion was reached.

In the traditional language of higher education, this systematic progression of increasingly complex behaviors, increasingly "weaned" from typical classroom discriminative stimuli, would be characterized as follows: "learning the material, synthesizing it, and critical analysis." Many of the details of the course follow those of other cm or PSI (Keller) courses; the "innovation" is in the systematic progression of behaviors contingent on course grade. One instructor with only clerical (work-study) help administered the course. Evaluation of the course was based on typical course/instructor evaluation and data on the number of students reaching each criterion, number of trails required, and personal cumulative record.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 0.5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0.00

Approximate amount needed each year to support ongoing project = $ 0.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 2+
Number of senior majors in the department: 5 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 458

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Robert F. Martin, Ph.D.**
Title: **Chairman**
Department: **Psychology**
Institution: **Jamestown College**
Address: **Jamestown, North Dakota 58401**

Telephone: (Area Code) 701 Number: 252-4331 Extension: 277

DISCUSSION IN THE ROUND

Adolescent Psychology

This approach has endeavored to introduce students who are planning to teach at the secondary level to the needs, feelings, ideas, and values of adolescents and to make them aware of their own unique needs, feelings, ideas, and values. They sit in a circle limited to not more than twenty students, and preferably fewer, with the instructor serving as a discussion leader and not as a lecturer.

At the beginning of the semester questions based on the text: Adolescence: Transition from Childhood to Maturity, (Monterey, Calif. Brooks/Cole) plus the students' own adolescent experiences are given to each member of the class to serve as a framework for the semester's discussion. In addition, each class member is required to present two oral reports based on outside readings. These bring additional subject matter into the class and serve as a focal point for more discussion in depth. Outside speakers on topics such as special programs for school dropouts and at least one field trip to an adolescent facility dealing with emotionally disturbed youngsters are included during the semester. As a resume of the course each student is required to write an autobiography of his own adolescence covering the major topics discussed in class during the semester. Because this is often of a highly personalized nature, it is shared with no one other than the instructor.

An evaluation at the end of the semester for the past three years has disclosed that students have found this approach to be highly interesting and stimulating. Typical of such evaluations was the following statement: "I enjoyed the course very much. I like discussion classes because not only do they make me really think about my views, but I hear others' views, which give me a much broader outlook." At the same time, however, occasional students, accustomed to the usual lecture, have found this unstructured technique to be somewhat disturbing.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Educational Psychology

Number of students who participate in innovation per year: 15-20
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 2
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1150

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Barbara F. Rothschild**
Title: **Asst. Professor of Psychology**
Department: **Liberal Arts**
Institution: **Louisiana State University at Alexandria**
Address: **Alexandria, Louisiana 71301**

Telephone: (Area Code) 318 Number: 445-3672 Extension: 61

THE USE OF CHILD OBSERVATIONS IN TEACHING DEVELOPMENTAL PSYCHOLOGY TO PROSPECTIVE TEACHERS

Developmental Psychology

One of the major difficulties in teaching Developmental Psychology to non-majors is that of relating the subject matter to students' experiences with children. This problem is especially applicable to pre-service teachers in the areas of elementary education, speech pathology and audiology, and music education. In order to effectively make the course material more meaningful, a series of structured child observation sessions was developed.

Although the course in Developmental Psychology covers the entire lifespan, approximately three fourths of the course is devoted to development from birth through age 12. Four stages of child development are covered by the observations, one observation each for infancy, early preschool (age 2-4), late preschool (age 4-6), and middle childhood (age 8-10). The observations are conducted in a large observation laboratory room, equipped with one way mirrors and with adjacent audience seating capacity for about 70 students (class size ranges from 50-70 students per section). Children participating in the observations are obtained from the local community by means of contacts with students in the course or with college faculty. A file is maintained to keep the pool of available children up to date.

Each observation session is of 50 minute duration, with shorter sessions sometimes employed with infants. The content of the observation sessions, varies each semester, but several basic areas are examined. For the infant observations, sample tasks from the *Bayley Scales of Infant Development* (motor and mental) are demonstrated, along with examples of stranger and separation anxiety, attention to discrepant and non-discrepant stimuli, and exploratory behavior. Observations with early preschool children are generally concerned with language development, characteristics of preoperational thinking, motor coordination with mechanical assembly tasks, sex role identification, and fantasy play. Observations with late preschool children focus on tasks from the *Concept Assessment Kit-Conservation* to show the transition from pre-operational to concrete operational thought, conscience development, reasoning processes, memory processes, and auditory and visual discrimination. Observations with middle childhood children deal with demonstrations of both concrete and formal operational thinking tasks, informal measures of school adjustment, reactions to body type and physical attractiveness of others, indices of moral development, and various aspects of cognitive style.

Written narratives in student evaluations of the course suggest that the child observations are a much appreciated aspect of the Developmental Psychology course. Most students have requested an increase in the number of observation sessions.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors
☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Sophomore standing or above

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $__

Approximate amount needed each year to support ongoing project = $No additional funds required.

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. John R. Silvestro
Title: Assistant Professor
Department: Secondary Education and Educational Foundations
Institution: State University of New York College at Fredonia
Address: 2089 Thompson Hall
Fredonia, New York 14063

Telephone: (Area Code) 716 Number: 673-3379 Extension:

AN EMOTIONAL EXPERIENCE OF KUBLER-ROSS'S STAGES OF DYING IN ROCK MUSIC

Developmental Psychology

Use of reel-to-reel tape recording musical equivalents of Kubler-Ross's 5 stages of dying (30 min.).

Denial
Endless Sleep; Savoy Brown

Anger
Life's One Act Play; Savoy Brown

Bargaining
One More Time to Live; Moody Blues

Depression
Balaad of the Sad Young Man; Roberta Flack

Acceptance
Dead Babies; Alice Cooper

Evaluation is by projective instrument. A brief written evaluation by the student of the 30 minute tape experience. Classroom presentation with immediate evaluation.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $ 150

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Projective response; a student evaluation in paragraph form**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3600

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Charles Sweeney**
Title: **Professor**
Department: **Social Science**
Institution: **Delaware County Community College**
Address: **Media, PA. 19063**

Telephone: (Area Code) 215 Number: 353-5400 Extension: 260

UTILIZATION OF EARLY TESTING TO EXPEDITE EXPERIENTIALLY BASED CLASSES

Educational Psychology

This innovation was initially utilized in Educational Psychology classes but could be applied to any experientially based class.

This innovation was prompted by the knowledge that, contrary to the expressed desires of most teachers, many students "cram" for tests. The primary objective of this innovation was to take advantage of this method of study in order to obtain a larger block of time for instructional methods outside the traditional textbook-reading lecture-listening with specific reference to methods evolving around an experientially based course.

One section (35 students) served as a control. Eighty-minute classes were held each Tuesday and Thursday for the entire semester. The first class period was used to explain the rationale of the program and the specifics concerning attendance, testing, volunteer work, grading, etc. Tests were given every other class period until the four multiple-choice tests had been given. The alternate periods were used to discuss the previous test, assign the chapters for the next test, and help in finding volunteer situations. Acceptable volunteer situations would involve any situation relevant to the particular course. In this course, such activities included involvement in public or private schools, preschool deaf programs, preschool handicapped programs, juvenile services center, and Head Start programs. General and specific topics for the remaining class periods were given. These class periods may be used in whatever way the individual instructor deems necessary. They may be used to provide more depth and breadth to a particular topic, introduce topics not covered by the tested material, discuss situations encountered in the volunteer work, bring in speakers of particular relevance, provide for audio-visual presentations, and any other activity which is particularly relevant to a given course. Point values may be assigned to any part of the program (tests, volunteer work, class attendance, etc.) relative to the proportional value desired on the final grading system.

Final evaluations have not been completed but early results show the mean scores for the innovation section to be slightly higher than the control group. Retention will be analyzed by analysis of final exam scores. A departmental course evaluation questionnaire will be utilized to examine student reaction to the innovations.

This innovation allows an instructor to have a large amount of time at his disposal for various experientially based activities. The early testing gives the students an overview of the relevant material and acts as an advanced organizer. The remaining time may be used in any specific manner with the general objective of integrating the textbook material and experiential activities through creative instructional techniques.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **There are no prerequisits for this course but the students were primarily education and psychology majors.**

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ **no specific materials or equipment necessary. Funding depends upon the individual instructor.**
Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Supervisors of volunteer workers complete an evaluation questionnaire.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6 3/4
Number of senior majors in the department: 20 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2800

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Michael Bradley**
Title: **Associate Professor**
Department: **Psychology**
Institution: **UNC - Wilmington**
Address: **P.O. Box 3725, Wilmington, N.C. 28401**

Telephone: (Area Code) 919 Number: 791-4330 Extension: 308

COMBINING EDUCATIONAL PSYCHOLOGY WITH STUDENT TEACHING:

TEAM APPROACH

Educational Psychology

For three years, Lesley College has combined the required course in Educational Psychology with the student teaching experience for its junior education majors. By integrating the study of abstract theories with actual practice in applying these ideas to a classroom situation, it was hypothesized that the students (all preservice teachers) would learn theoretical material in depth, and appreciate the value of theory in their professional lives. The course was designed so that the same faculty members simultaneously taught the Educational Psychology course and supervised the student teaching experiences of the participants. This design was based on the expectation that what would evolve would be an intense and constructive student-faculty relationship which would facilitate learning. The teaching team included one generalist, one Educational Psychologist, and two outstanding senior students in order to provide a variety of sources of help and support for the 30 juniors. The course was a half-semester in length and covered learning theory, a variety of approaches to classroom management, and basic materials on tests and measurements. The students worked in elementary classrooms five mornings and three afternoons each week. The Educational Psychology class meetings filled the remaining afternoons. The majority of the students took no other courses during this half-semester.

The program was evaluated at the end of the first year using a written questionnaire. More than 70 percent of the responding students rated the major strength of the program to be the "opportunity to experiment in a classroom with the theories learned in class and to see their effectiveness". In the fall of the third year of the combined Educational Psychology and Junior Student Teaching program, a questionnaire was mailed to the previous year's employed graduates and their school principals. A portion of this questionnaire requested an evaluation of the effectiveness with which the Educational Psychology material had been learned and was being applied by the beginning teacher. The graduates' understanding of the theoretical background covered in the course was rated as "good" (on a scale where alternative ratings were poor, fair, good, excellent). Their ability to apply this knowledge to the classroom situation was also rated as "good".

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Education majors.**

Prerequisites for students who participate in innovation:
General Psychology
Education Cores I and II (these basic education courses include one-day-a-week field experience with children)

Number of students who participate in innovation per year: 180
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Faculty opinion questionnaires; graduates' questionnaires; Employers of graduates opinion questionnaires.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 14
Number of senior majors in the department: 150 (if applicable) **(Almost all Lesley students are Education majors)**

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Avis Brenner**
Title: **Associate Professor**
Department: **Education**
Institution: **Lesley College**
Address: **29 Everett Street**
Cambridge, Ma. 02138

Telephone: (Area Code) **617** Number: **868-9600** Extension: **148**

USING GROUP INQUIRY APPROACH TO TEACHING-LEARNING PROCESS COURSE

Educational Psychology

For the sake of brevity, the following description will assume that reader has a copy of the two basic texts, Mosston (Teaching: From Command to Discovery) and Silberman (The Psychology of Open Teaching and Learning).

As part of the effort toward increasing independent study, social dynamics, and a stress upon teaching rather than learning, each year four of sixteen sections of EdF 208, The Learning Process, employ the emphases of Mosston and Silberman. The term is divided into three parts of just over one month each. During each term the students spend two-thirds of their time in groups of four to seven members, and one-third of their time in the total class. The suggestions of Thelen found in Silberman are given to the total class several times each semester. The introductory material on pages 3-10 of Silberman is reconsidered at the beginning and the end of each of the thirds. The work of Mosston is taken in three stages and compared with the structure of Silberman and with the articles of each third of Silberman.

The students find that the original issue of safety and growth fits their present and past experience. In this month, they become aware of the openness of their classroom and their unaccustomedness to taking risks. As each group is coaxed to go beyond the careful structure of Silberman: Problem, Initiating Activities, Topics of Study, Inquiry, Resolution, Feedback, Articles, and Bibliography, to individual and group actions and research, there develops a friendly rivalry between the four or five groups. One group will go to visit an open classroom in action; another will organize the readings in their own way; a third will perfect the techniques of the course; a fourth group will ask for extra materials. Upon the gathering of the whole class, there will be an expression of surprise that all have recognized the validity and relevance of the original problem. When the second period begins, those who found their original group unsatisfactory will join new one. This new group spends two weeks adapting to the changed membership. By this time, the issue of how the mind works has intrigued the class and a variety of directions are taken by several groups. Since risks do not seem as fearful as they once did, the groups are willing to use tapes, films, trips, and interviews. Those who have not progressed to this stage find themselves cut off from the movement and special attention is required to keep them motivated. By the end of the second period the class feels as one. The first fears that the teacher will lose his or her role changes to a courageous expectation of the challenge of teaching. Thus the third problem, what should the teacher provide or offer the student becomes a specific question of finding a balance between the needs of the class and the needs of the teachers. Within this part of the course, the students begin to question the methods and the content both of the liberal arts courses and the practicum and methods courses of the school of education. Some students decide to continue the work of the course in a university wide program of independent study. The method of evaluation urged for the students is a journal in which a record of the development of the student through the different phases of the course is recorded and checked four times during the term, but an evaluation upon the major readings of the course in either an oral or written form is available to those who desire it. Twice in each term there is a student evaluation in a formal manner and three times in each term there is a class feedback within the journals of those who are using this method. The feedback is convincing evidence that the students are involved and developing into responsible future teachers.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): education majors

Prerequisites for students who participate in innovation: developmental psychology

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Enrollment in comparison with other sections is high.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 450
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	John F. Britt
Title:	Professor
Department:	Foundations
Institution:	University of Dayton
Address:	Dayton, Ohio 45469

Telephone: (Area Code) 513 Number: 229-3544 Extension:

PROGRAMMED TEACHING DESIGN: AN APPROACH TO GROUP INSTRUCTION

Educational Psychology

Programmed teaching design stresses active participation by both teacher and students in the instructional process. It is designed to facilitate learning through the use of a systematic teaching approach, which offers opportunities for verbal interaction and reinforcement.

The system was first used in an educational psychology course at a predominantly black college. The course was organized into units, which in turn were subdivided into modules. Each module consisted of specific objectives, a programmed question-response sheet, an exercise, and progress check. The programmed question-response sheet was the heart of instruction. It was comprised of a series of incomplete statements, true-false items, and short answer questions. These were programmed in a logical sequence.

For each module, the instructor first gave an introductory lecture summarizing the major topic. He then proceeded to a discussion of concepts and facts, followed by asking students to verbally answer an appropriate question on the question-response sheet. This verbal response was reinforced or corrected by the instructor. They then wrote or marked the response on the space provided. This same procedure was repeated until all questions on the question-response sheet had been completed. Students were then asked to complete both the exercise and the progress check.

An objective test was usually given after each unit of instruction. Students who did not achieve at least 80% accuracy on the test were required to take an alternate form until he had reached the required level of performance. However, the highest grade the students might be able to get on the second test was "B". Students who scored beyond 80% were awarded a free class period and encouraged to read material of interest while those who received lower scores were to take the second test during the regular class period. Absence from class was not penalized; however, students could obtain bonus percent points ranging from one to five provided they had not missed more than five classes.

Although no control group was used, a comparison with classes taught by the same instructor before the use of the present system clearly suggested that the new system was superior -- especially in test performance, class attendance, and class interaction. The average score on the first test was about ten percent higher than that made by previous students on tests covering essentially the same content. Class attendance was high and students in general showed greater enthusiasm for learning. Of the 121 students who anonymously evaluated the effectiveness of the present approach over a one year period, only a few had less than positive comments.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 120
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ____________

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Edward C. Chang, Ph.D.**
Title:	**Acting Chairman , Associate Professor**
Department:	**Psychology**
Institution:	**Albany State College**
Address:	**Albany, Georgia 31705**

Telephone: (Area Code) 912 Number: 439-4072 Extension:

A PERSONALIZED CONTRACTUAL PLAN IN EDUCATIONAL PSYCHOLOGY

Objective. This plan is designed to provide maximum freedom and diversity in learning experiences for each student. The student learns to choose, organize and pursue his course of study with assistance from the instructor through group orientations and personal conferences. In addition to knowledge and skill each student acquires, he learns to develop a sense of initiative and responsibility. He also learns to work as a team member and studies in a cooperative atmosphere, since interpersonal competition is eliminated from this design. As a result of this teaching, the learning experience will be meaningful and enjoyable.

Method. The following are some specific features: 1. A Personalized Contract: There is no required text, exams, attendance, or term papers. Each student selects a minimum of 500 points of projects and activities as his personal contract. He is free to change the content of the contract until two weeks before the end of the semester. 2. Personal Conferences: Points are granted to a student for having a 20-minute conference with the instructor. In addition to such conferences, each student is expected to check his progress and problems with the instructor once each month. 3. A Bonus System: Bonus points are awarded to works completed early in the semester (7% bonus for all works completed in the first third of the semester; 5% bonus to all works completed in the second third.) Bonus points are also awarded to a student who participates in classroom discussions. 4. Mastery Level of Evaluation: Grade is determined by the percentage level derived from dividing the earned points by the contracted points.

Contents: A Modular System. Content of the course is divided into five modules. They are: 1. Orientation and introduction; 2. research methods; 3. entering behavior-individual differences; 4. learning theories; 5. instructional models. Varieties of Activities and Projects: attendance, text and test, lecture-reaction, book report, journal article report, behavior objectives, Flander's interaction analysis, tutoring, career development laboratory, lesson plans, independent research projects, etc. Weekly schedule: Monday-lecture; Wednesday-group activities, simulations and experimentations; Friday-testing.

Number of Students: This plan was first used in 1970. I usually teach 3 sections of educational psychology each semester with a total of 120 students. During the last 5 years, approximately 1200 students were taught by this method.

Faculty and Assistants Involvement: The Instructor Activities: 1. lectures and preparations; 2. personal conferences with students, 8-10 hours/week; 3. read and make comments on roughly 1000 reports and papers each semester; 4. organize and manage inner city laboratory, study groups, simulations and demonstrations, and other activities. Assistants: During the past five years, there has been either a graduate assistant or a student assistant helping in proctoring and scoring the weekly tests.

Evaluation of Outcomes: 1. Experimental study outcome: A study conducted in 1970 compared personalized instruction with lecture-discussions and also group discussion methods. Among the 8 educational objectives, the personalized section rated highest on all objectives except one (the opportunity for interaction). 2. Students' direct evaluations through personal conferences have been extremely positive. 3. Student rating (mandated contract requirement for all instructors) has been high. Among all five evaluative criteria, ratings have been above both the instrument means and also the departmental means. 4. Peer evaluations (also part of collective bargaining agreemen[illegible] have been very positive.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): **Mostly majoring in education**

Prerequisites for students who participate in innovation:

none

Number of students who participate in innovation per year: 240
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $1000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Experimental study; peer evaluation**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 11
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Shium Andrew Chen**
Title: **Associate Professor of Educational Psychology and Guidance**
Department: **Department of Educational Psychology and Guidance**
Institution: **Slippery Rock State College**
Address: **Slippery Rock, PA. 16057**

Telephone: (Area Code) 412 Number: 794-2510 Extension: 281 or 282

AUTOMATED INFORMATION RETRIEVAL

Educational Psychology

The ERIC/CIJE collection has been placed upon our computer, an IBM 360/67. Currently, the system uses five magnetic disks (IBM 2213). Approximately 200,000 references are stored.

Our purposes are twofold: teach the logic of conducting an automated search, and the nuts and bolts of computer usage. We present search logic using the logic of set intersection, and Venn diagrams. Mathies' booklet on educational data sources is helpful (PDK, 1972). We also use the Thesaurus to ERIC, and bound volumes of descriptors as produced quarterly by our computer. Computer operations are conducted by remote terminals, primarily the standard teletype machine. Supporting programming makes it possible for non-computer, non-sophisticated users to quickly (within 2 hours) learn how to write (type) instructions on the terminal so as to produce the articles, research reports, bibliographies, etc. contained in the system.

One measure of outcome lies in the numbers of automated searches conducted for classes and projects other than classes which require such searches. This "outside" usage has been increasing expotentially during the past 3 years.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 250
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1500
Approximate amount needed each year to support ongoing project = $ 2500

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Figures on actual use**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**James G. Cooper**
Title:	**Professor of Research**
Department:	**Educational Foundations**
Institution:	**UNM**
Address:	**Albuquerque, N.M. 87131**

Telephone: (Area Code) 505 Number: 277-5967 Extension:

DESIGNING INSTRUCTION TO ACHIEVE HIGHER LEVEL GOALS AND OBJECTIVES: A THREE STAGE MODEL

Educational Psychology

The design of instruction at the college and university level must begin with a clear formulation of goals and objectives, basic knowledge and higher level cognitive abilities should be developed, professional applications should be taught when appropriate, sound instructional theory should guide the efforts, and the best resources of educational technology should be employed. A three-stage model for instructional design is presented which embraces all of the above propositions. In stage one, students learn basic subject matter on a topic. In stage two they work in small groups on projects and simulation tasks learning how to apply basic knowledge to the solution of real problems. In stage three they work on individual projects internalizing abilities learned in group work in stage two.

A typical unit of instruction covering one topic such as writing objectives, developing tests, or designing a micro lesson takes one to three weeks. At the outset the students get a Self Instructional Guide, study it, and take the mastery test a few days later. Then they are given the Group Instructional Guide, organized into groups, and assisted in doing the group projects. Groups frequently meet outside of class as well as in regularly scheduled class periods. The group project results in a product which is evaluated on a pass-fail basis. If unsuccessful, a group continues until it passes. Group projects may take from one day to two weeks. Finally, the students are given Procedures for Individual Projects, the guide for individual projects. Students confer with the instructor outside of class when necessary regarding their individual projects. The individual project is also evaluated on a mastery basis. The student can continue his work until the instructor evaluates it as at least satisfactory at a C level.

We have carried on continuous evaluation of the model in all courses in which we have used the model at Purdue University. A uniform subject matter evaluation is given at the end of each semester as one approach to evaluation. Student ratings of the courses, the instructors and many aspects of the courses are conducted each semester. Open-ended evaluations from students are also secured in order to get more precise indications of problems, needs and strengths.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 800
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1000

Approximate amount needed each year to support ongoing project = $ 1000

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 27,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **John F. Feldhusen**
Title: **Professor**
Department: **Educational Psychology**
Institution: **Purdue University**
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THE PSYCHOLOGY OF TEACHING: A GRADUATE SEMINAR ON COLLEGE TEACHING

Educational Psychology

During the past four years, a four graduate credit, two quarter seminar on college teaching was held for faculty and teaching assistants. Fifty faculty and graduate students have participated. Course design is based on several assumptions regarding faculty needs in the teaching/learning process. These needs and the aspects of the course that meet them follow:

(a) *A theoretical and applied content base is a necessity for effective teaching*. The seminar focus is on traditional and non-traditional content that has the maximum potential for payoff in the classroom. Areas covered include traditional approaches (e.g., behavioral objectives, evaluation of teaching and students, theories of instruction, interaction analysis) and rather non-traditional approaches (e.g., transactional analysis, communication skills, student learning styles, classroom ecology, the classroom as an organizational system). The course content emphasizes both theory and practical classroom applications.

(b) *Different instructional options need to be experienced and personally tested to be adequately appreciated*. Participants are experientially exposed to more than 25 classroom models for college teaching. This is done by having a given content area discussed or presented in class by a different instructional method. Both the instructor and the participants alternate in modeling techniques. Furthermore, assignments are often made for people to test procedures in their regular classes.

(c) *An instructor's educational goals and values need to be explicitly stated and clarified*. A final project the first quarter is for participants to develop a personal theory of teaching. They use course learnings and past experience to state and clarify their educational goals and values and the relationship of goals and values to their current classroom methods. Students work in trios to comprehensively critique each others philosophy of teaching. Discrepancies among goals, values and methods are identified and this information is used to plan modifications in personal teaching styles.

(d) *Teacher's and their instructional options need to be evaluated*. Every participant has their classroom activity evaluated by other participants and through a self-evaluation procedure. The assessment includes an evaluation of the instructional technique used and the participant's handling of the technique. Highly descriptive, behaviorally oriented assessment procedures are taught and utilized in the seminar.

Course evaluation data is quite positive with participants reporting that it opened up a variety of teaching options for them and influenced their current teaching styles. Follow-up with participants who completed the seminar shows that the changes persist over time. In addition, twenty-five percent of those who complete the seminar become part of an informal consulting network and work with other faculty on teaching issues.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Graduate students and faculty

Prerequisites for students who participate in innovation:
An interest or current work

Number of students who participate in innovation per year: 18
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 1700 (Faculty salary)

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 1500
Number of senior majors in the department: 500 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 36,000

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Anthony F. Grasha
Title: Acting Director/Associate Professor
Department: Institute for Research and Training in Higher Education
Institution: Dept. of Psychology
Address: University of Cincinnati
Cincinnati, Ohio 45221

Telephone: (Area Code) 513 Number: 475-2228 Extension:

EFFECTS OF STUDENT-STUDENT INTERVIEWS IN A SELF-PACED COURSE

Educational Psychology

Approximately 50 students are enrolled per term. While most students are graduate students working toward a Master's degree or certification, a small percentage are undergraduates and doctoral students (average age in the class is about 28 years). The course is primarily focused on learning and instruction and several different textbooks have been used. Students are provided with instructional objectives for each of ten units as well as "interview" questions. All students were required to "interview" with another student (who was usually studying that same unit) prior to attempting a unit test. Records of interviews and test scores were kept by the graduate assistant for the course. After completing the unit test, a student received immediate feedback from a proctor. (One proctor per 10 students was available. These were students who had previously completed the course, had done well, and were interested in the course content. Although they were not paid, some received field study or practicum credit.) Standards of performance for different grade levels were set for each unit test. If a student performed poorly, he had one opportunity to restudy and take the alternate unit test. Guidelines for the completion of each unit were also set, but students were allowed to proceed through the course at an accelerated rate.

In order to evaluate the procedures described above, proctors, rather than other students enrolled in the course, conducted the interviews. Overall, results showed that students learned the material equally well when they interviewed with one another as when they were interviewed by trained proctors. A questionnaire revealed that students who rated the course most favorably were those who conducted their own interviews. These students were more likely to associate the interview with instruction whereas interviews conducted by proctors were more likely to be associated with evaluation.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3,000.00

Approximate amount needed each year to support ongoing project = $1,500.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: NA (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 40,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Walter G. Hapkiewicz
Title: Associate Professor
Department: Counseling, Personnel Services, and Educational Psychology
Institution: Michigan State University
Address: 457 Erickson Hall, MSU, East Lansing, MI 48824

Telephone: (Area Code) 517 Number: 355-5166 Extension: ---

USING UNIT MASTERY AND FREQUENT TESTING IN EDUCATIONAL PSYCHOLOGY

Educational Psychology, But Applicable to All Fields.

Objectives

(1) To insure that students study material at a consistent rate, i.e., to avoid "cramming".
(2) To insure that each student is aware of his standing in the course at all times.
(3) To insure that students are not penalized for poor performance on one exam.
(4) To insure that students understand exactly what they must complete in order to earn a particular final letter grade.
(5) To insure that only those students requiring assistance in understanding certain concepts are required to attend "help sessions" in which these concepts are explained.
(6) To insure that grading is an objective, rather than a subjective, process.

Methods

In order to accomplish the six goals above,

(1) Each of nine units of material is tested weekly.
(2) Students are told, for each week of the quarter, how many points they should have earned as of that week to receive a particular letter grade.
(3) Students failing to pass an exam (9 of ten correct) may be retested on the same material.
(4) A translation of cumulative points into final letter grade is provided during the first class.
(5) Students who pass the exam on the first take are given library time to digest advanced materials on reserve.
(6) See #4 above.

Content

Gibson, J. Educational Psychology, 2nd ed.; Appleton-Century-Crofts, 1972.

Number of Students

No necessary limit

Assistants and Equipment

None

Evaluation

For one year prior to the present system, I used PSI with proctors. Although I am in agreement with the PSI philosophy, I found the time and effort required to recruit and supervise proctors, generate infinite exams, etc. to be intolerable. I believe the present system is a reasonable compromise and student feedback and test performance has been favorable.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

3 courses in behavioral sciences

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? one years

Approximate amount of initial funding necessary to develop and try the innovation = $ zero

Approximate amount needed each year to support ongoing project = $ zero

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):
Mastery of predetermined course objective

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 350 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Jack C. Hartje
Title: Assistant Professor
Department: Psychology
Institution: University of North Florida
Address: Jacksonville, Florida 32216

Telephone: (Area Code) 904 Number: 646-2808 Extension: 2808

AN INDIVIDUALIZED COURSE FOR SCHOOL PERSONNEL IN BEHAVIOR MODIFICATION AND APPLIED RESEARCH TECHNIQUES

Behavior Modification/education

The approach to the course is individualized so that each student may work at his own speed. This organization treats each student as an individual who learns rather than just as a member of a large class. The emphasis of the course is not on speed but on mastery of each aspect of the course. The pacing of the course is individualized but the content is not.

The information for the content of the course has been divided into nine units. Each unit contains specific readings that are found in any or all of the following: 1. required texts, 2. reserved readings in the library,or 3. within the syllabus itself. Students progress through the course in numerical sequence, studying the readings assigned thoroughly. To assist them, the syllabus contains study questions for each of the nine units and a summary of the material covered in each unit. The study questions serve as the behavioral objectives of each unit for they specify the material over which the student has to demonstrate knowledge. Tests for the course come from the study questions. After having mastered the material in a unit, the student is required to pass a unit test. If one knows the answers to all the study questions, one should have no difficulty passing the test. However, alternate tests are available for those that initially do poorly.

After all units have been mastered, the student takes a cumulative final examination over the material that he has already demonstrated mastery of. However, if the student has scored 90% or better on the first version of 5 of the last 8 tests (units 2-9; unit 1 is a practice test), and if his overall test average equals 90% or better, the student earns his "A" without taking the final examination.

Besides the nine units of content, FED 409 students are also required to complete two projects in which they practice what they have been learning through the content area of the course. The nine units are designed to assist their acquistion of verbal fluency with respect to the subject matter of applied behavior analysis. The project section of the syllabus is designed to facilitate the students' performance of applied behavioral research in the natural environment.

The completion of two (an ABAB and a multiple-baseline) behavior change projects conducted in educational settings is a required task for all students enrolled in FED 409. The syllabus contains a section on behavior change projects that is designed to be used as a guide or handbook while the student is doing his projects and when he is preparing the written reports. Parts of the unit are felt to be useful as a reference for the students as they apply behavior analysis beyond this course. Included in this section are: a project flow chart, project task analysis, project report forms, and raw data sheets.

The flow chart presents a visual representation of the sequence in which some basic steps in behavior change projects are to be done. It also indicates those steps which may be performed simultaneously. The task analysis of a project presents a list of steps considered to be essential for the completion of an effective behvior change project.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Education majors**

Prerequisites for students who participate in innovation:

none

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? ½ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 50.00

Approximate amount needed each year to support ongoing project = $50.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Students are asked to specify ways in which the syllabus/course needs further clarification.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 20
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 18,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Deitz, S.M.,	Hummel, J.H.,	Slack, D.J.,	Roberts, D.M.,	Blount, H.P.
Title:	Prof.	GTA	GTA	GTA	Prof.

Department:
Institution: **Department of Educational Foundations**
Georgia State University
Address: **University Plaza**
Atlanta, GA 30303

Telephone: (Area Code) 404
Number: 658-2582
Extension:

AN INNOVATIVE MODEL IN EDUCATIONAL PSYCHOLOGY MATCHING STUDENT, TEACHER, AND METHODS

Educational Psychology

College students in educational psychology and human relations courses were organized into a multi-track system that enabled them to choose their program on an individual learning basis. Such factors as: amount of time available to give to the course, learning styles (cognitive, affective, verbal, written, experiential and social) are included in the model. Motivational and personality problems are also provided for in the paradigm by providing peer counseling and individual counseling by the instructor. Focused discussions in large and small groups around the area of self-insight as a learner is also an important part of the program

Formal testing is minimal, yet a variety of monitoring and feed-back techniques are utilized. They include: personal reactions to readings, focused autobiographical material, observations in the field, logs, etc., as well as more sophisticated research instruments that evaluate specific learning outcomes in cognitive and/or affective areas. These experiences provide reality models that students can use as a reference when we focus on the unit concerned with evaluation and feed-back.

A motivational system based on qualitative credit value allows each student to custom fit his or her program using mastery and competency learning as a prime concept. Credits are given for basics as well as extra credit. Quality is noted as part of the credit system. Thus students can explore several areas in depth using this system.

Students who need structure and those who need freedom to be creative can be accomodated in this model. Peer involvement is encouraged in all levels of the program ranging from initiation and development to execuation and evaluation. For example, students evaluate themselves and a peer group provides feedback to students. Thus, students and the teacher share common roles. Analysis of authority and its influence on their learning is a focus of the course. This model can be used at different educational levels with modification. There is a field base part of the program where students work in schools and develop competencies and insights about how children learn.

The need for developing more effective learning models that include both cognitive and affective learning is important. It is especially significant in a society that is interested in fostering openness, creativity,, and individual and group social responsibility. There is a need to provide viable educational models that will help us to humanize a process that can create mechanical human beings. Another significant implication is to open this area to further research so that our model building can have a firm scientific base.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Teacher Education

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Teacher attitude scale**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 100
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Paul Hurewitz**
Title: **Assistant Professor**
Department: **Early Childhood and Elementary Education**
Institution: **Herbert Lehman College of the City University of New York**
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Bronx, New York 10468

Telephone: (Area Code) 212 Number: 960-8171 Extension:

HUMANISTIC, CONTRACT-BASED APPROACH TO TEACHING PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Psychological Foundations of Education I (Developmental Psychology) and Psychological Foundations of Education II (Educational Psychology)

Students contract for desired grade; a written plan detailing proposed reading, written and oral reports is submitted by third session (sections meet weekly for semester). Balance of six books, three short reports, and one oral presentation is expected for an A or B -- hence the nickname, "Contac Contract" (6:3:1). Recommended textbooks include CRM's Developmental Psychology Today and Psychology Applied to Teaching by Biehler.

In addition, two major exams, both open-book, are given. The only closed book test all semester is administered at the first session. This pre-test, consisting of key concepts and names of individuals with whom the students are expected to become familiar, helps student and instructor gauge appropriate and reasonable contract workload. Part of this test also includes checking from a list of 75 titles those which the student has read wholly or in part. This list then becomes the recommended comprehensive bibliography for the course from which students may draw the kinds of popular reading that have most meaning to them.

For the bulk of the students, who usually number 30 per section, taking open book exams is a new experience. The difference between convergent, memory-taxing and divergent, analytical problems is stressed; in fact, students may earn exemption from major exams by submitting original open book questions suitable for the course. Coming up with good questions is, indeed, as important as finding right answers.

Discussions, demonstrations, and films comprise the bulk of class time, with little lecturing. A list of films related to course content, with each picture annotated as well as rated, has been prepared by the instructor.

These methods have been evaluated each term by students as part of the college's computerized teacher assessment. The instructor has consistently been rated high, with nearly 75% asserting in the last poll a "definite" willingness to take another course with him.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Social Foundations of Education

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 60
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. Val Karan**
Title:	**Adjunct Asst. Professor**
Department:	**Educational Foundations**
Institution:	**Hunter College of CUNY**
Address:	**466 Lexington Ave.** **New York, NY 10017**

Telephone: (Area Code) 212 Number: 360-5136 Extension:

TEACHING EDUCATIONAL PSYCHOLOGY BY MEANS OF PERSONALIZED SYSTEM OF INSTRUCTION

Educational Psychology

Objectives are: 1) competency in responding on paper-and-pencil measures (short answer and fill-in-the-blank) of knowledge of principles of behavior and techniques of classroom management, and 2) a written report of an attempt to change one or more behaviors of one or more persons using a reversal or multiple-baseline design.

The course is self-paced. There are eight exams, on each of which an 80% mastery criterion is in effect. If a student fails to meet criterion on an exam, a second, and if necessary, a third retake is required. All of the questions on the three forms of each exam are different. A grade of "A" is awarded to those who pass all eight exams, a "B" to those who pass six exams, and a "C" to those who pass four. A "D" is given to those who pass more than one exam, but less than four.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Sophomore standing**

Number of students who participate in innovation per year: 120
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 17
Number of senior majors in the department: 100 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6,400

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Peter A. Lamal, Ph.D.**
Title: **Associate Professor**
Department: **Psychology**
Institution: **University of North Carolina at Charlotte**
Address: **UNCC Station, Charlotte, NC 28223**

Telephone: (Area Code) 704 Number: 597-2116 Extension: None--direct line

INDIVIDUALIZED/MODULARIZED MULTI-MEDIA EDUCATIONAL/ADOLESCENT PSYCHOLOGY COURSE

SECONDARY EDUCATIONAL PSYCHOLOGY

The project has been underway for three years, and two published monographs and two papers are available describing the system. The objectives on the project were to (1) develop and assess a cognitively effective/cost efficient program, and (2) provide a model of flexible instruction for the students. These objectives have been met.

At present the program utilizes text, film, and lecture/tape modules. The material covers 13 content areas: Learning, Motivation, Intelligence-Creativity, Development, the Disadvantaged Child, Tests and Measurement, Personality, Group Processes, the Exceptional Child, Adolescence-Development, Adolescence-Social Behavior, Adolescence-Sexuality, and Adolescence-Youth: Problems and Perspectives. The modules have been combined to form 60 instructional sequences across the 13 content areas. The module structures are as follows:

Text Modules: The text modules are based on commercially available texts, with all copies of all texts housed in the Library Reserve. Each module is structured as follows: Title Page, Module Management page (giving learning sequence), Statement of Objectives, Focusing Questions (a simple study guide for non-programmed texts), and Learning Checks (two alternate form objective-type quizzes of about 15-16 items). All modules are described on a Module Content page for each content area.

Film Modules: The film modules utilize 16 commercially available films. Each module is structured as follows: Film Synopsis, Focusing Questions, Film Quiz, and Film Evaluation report. At CU all films are on videocassette tape and stored in the Library Reserve Room.

Lecture/Tape Modules: The student may either attend the actual lecture or hear the tape. There are 10 tapes. Each module is structured as follows: Lecture/Tape Content page, a Lecture/Tape note-taking sheet which is topically keyed, a Lecture/Tape Quiz, and a Lecture/Tape Evaluation form. The tapes are stored in the Library Reserve.

The system also includes an Instructor Manual, a student Record-Keeping form, and a Worksheet. Additional activities at CU include small group discussions and "conversation hours".

The system operates with one instructor and two quarter-time graduate assistants. A room is needed as an Evaluation Center. The system can be disseminated; without charge, materials are available for duplication.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Inservice Teachers

Prerequisites for students who participate in innovation: None

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 5,000

Approximate amount needed each year to support ongoing project = $ 3,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): General evaluation data, test results, etc.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 20
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☒ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Philip Langer
Title: Associate Professor
Department: Educational Psychology, School of Education
Institution: The University of Colorado
Address: Boulder, CO 80302

Telephone: (Area Code) 303 Number: 492-6564 Extension:

THE STUDENT CENTERED EDUCATION PROJECT: A PROCEDURE FOR PROMOTING STUDENT INITIATED INNOVATION IN EDUCATIONAL TECHNOLOGY

Educational Technology

The Student Centered Education Project, SCEP, is a two-semester program for undergraduate students at Western Michigan University. The goal of the project is not only to establish an effective learning environment, but to continue devising and testing new procedures within the field of college instruction.

Approximately 200 students participate in the project each year. Students enroll for six credits during their first semester in SCEP and for twelve credits during their second semester.

While programmed textbooks, study objectives, and daily quizzes are standard components of SCEP, the major emphasis is on the application of the principles of behavior to "Real World" settings. An introductory animal laboratory is included within the first semester's work while an applied lab in one of two settings is a major part of the second semester's work. During this second lab, students either work as therapists at the Kalamazoo Valley School for the Severely Mentally Retarded or as a Teaching Apprentice in the Psychology Department at Western.

Some of the more interesting results of the project have come from the Teaching Apprenticeship lab. In addition to the many other activities of the Teaching Apprentice, each TA designs, implements, evaluates, and redesigns a procedure for improving the effectiveness of the classroom setting in which s/he is working as an apprentice. Some of the research which is presently being run by apprentices and other undergraduate students working with SCEP are: procedures for student self-pacing; procedures for unit mastery; behavioral contracting; group discussion; an on-campus supportive environment for psychology students; and a self-monitoring system for staff performance.

In terms of evaluation, the students are working hard, they say that they are learning more than they do in their other classes, and they enjoy working within the SCEP system.

More substantial means of evaluation are presently in progress. For the moment we feel that the degree to which students are responsible for the significant amount of innovative research taking place within SCEP is the best measure of the project's success.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
admittance to the University, interest in psychology, enrollment in one of the SCEP course packages

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 25,000

Approximate amount needed each year to support ongoing project = $ 10,000

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: 250 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Richard W. Malott
Title: Associate Professor
Department: Psychology
Institution: Western Michigan University
Address: Kalamazoo, Michigan 49001

Telephone: (Area Code) 616 Number: 383-1629 Extension:

A COMBINATION OF MASTERY LEARNING AND BEHAVIOR MODIFICATION IN AN EDUCATIONAL PSYCHOLOGY COURSE.

Upper division undergraduate and graduate level Educational Psychology (should have application in any field in which multiple concepts must be introduced rapidly).

In detailed handouts at the first class meeting, students were informed they would receive 12 weekly tests on the text material which would be derived from the Study-Guide accompanying the text. On each ten question test (earlier tests used short essay, completion and m-c items, later tests only m-c) a score of 90% indicated mastery, allowing the student to go directly to the next unit; scores of 70 to 89% were considered sub-mastery, in which the student was given one week to complete a make-up test, requiring greater depth, only on the items which were missed, before going on to the next unit; and scores below 70% were given the same assignment as the sub-mastery group, but also were assigned a "minus-point". A number of other assignments were given to complete the course, but were received on an acceptable or rejected basis.

The mastery learning aspect was incoporated in the ten sequential units and was well received. The behavior modification applications were basically negative, and while resisted, instigated a high level of activity. The number of minus-points which one could earn and receive a particular course grade were established in advance, but were readily accepted by the students in discussion. (0-3 for A, 4 or 6 for B, 6 or 7 for C, 8 or 9 for D, and 10 or more for F) Minus points were also assigned to students who did not hand in other assignments on time and which were acceptable, although an unacceptable assignment would be returned immediately with specific feedback for acceptability.

In the initial formal study of the technique, two classes were taught in the above manner, one with the traditional lecture-discussion method, and a fourth in a manner determined by the students in the first week of the semester, each receiving the same text, study guide, list of objectives and number of class hours. At the end of the semester the two experimental groups (receiving the behavior mod-mastery approach) were asked to take a voluntary review test, given after their final course grade was known. This same test was given as a weighted final examination to the traditional class and in the non-traditional student-originated teaching model the test was given as a research instrument to 'validate their semester's work'.

The means of the two experimental groups were higher than the best scores of either of the other two groups, with the means of the final test scores on both of the other groups falling below the lowest scores of the two experimental groups. A significant difference ($p < .01$) was shown with an analysis of variance and with Scheffé's comparison. Interestingly, no significant difference was found between the traditional method and the student-originated approach. Anxiety, a major factor in the experimental method, needs to be sytematically investigated in regard to ultimate effects.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors (could)
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: n/a (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 17,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Neal T. Pinckney
Title: Associate Professor of Educational Psychology
Department: Behavioral Sciences in Education
Institution: California State University, Sacramento
Address: 6000 Jay Street, Sacramento, CA 95819

NOTE: Innovator currently employed (on leave) as a technical consultant to the Ministry of Education and Culture, Brazil. Mailing address until December 31, 1975: Caixa Postal 24-8434 (USAID-SDS), 70.000 Brasília, D.F., BRAZIL

Telephone: (Area Code) 916 Number: 454-6623 Extension: n/a

A MODULAR PROGRAM IN EDUCATIONAL PSYCHOLOGY

Educational Psychology

Recognizing the diversity of interests of students and faculty alike, the Department of Educational Psychology at Arizona State University is offering a modularized course. The modular program has been adopted in a three-credit educational psychology course. The semester is divided into three, five-week modular periods, but each student is required to take three modules during the semester, and instead of receiving three separate one-credit grades, he receives a single composite grade for three credits. More importantly, each of the three modules covers a subtopic of educational psychology. Students are assigned to modules in the first period based on individual, personal preference. The module selection process is repeated again before the start of modular periods two and three, respectively. Two sections of the three-credit-hour course are offered at different times by partitioning each section into three five-week modular segments and offering seven modular topics in Section 1, and eight topics in Section 2. The student has a good range of choice for time and subject matter.

Fifteen instructors participate, and each repeats his module three times in the semester. Topics offered are determined by the interests of both students and teaching faculty to include adolescence, cognitive development, psychological aspects of learning disorder, behavior modification, descriptive techniques, adapting instruction to individual differences, principles of motivation, personality development, and exceptionality.

When students were asked to compare the one-semester course to the modular program on a 1 (very unpreferable) to 5 (very preferable) rating scale, the following distribution of opinions was obtained. Forty-one percent of the students rated the modular program very preferable, 26% rated the program quite preferable, 24% preferable, 7% quite unpreferable, and 2% felt the modular program was very unpreferable. In summary, a total of 91% of the students rated the modular program preferable (mean rating of 3.96) to the one-semester course.

The last item on the past assessment asked students to "circle the approach (one semester or modular) that you would consider better for students taking educational psychology in the future." When requested to choose between the two organizations of the course, 90% of the students suggested retention of the modular program and 7% optioned the one-semester course. The remaining 3% either failed to respond or indicated a lack of commitment. Included in the final portion of the leaving instrument was a request that students "cite reasons why the modular program was either more or less preferable to the one-semester course." Twenty-eight percent of students said the modular topics were more compatible with student interests, 23% believed that a greater variety of topics were presented (actually, there are fewer than in a traditional course), 18% liked the change of environment three times in the semester, 15% appreciated exposure to the viewpoints of more instructors, 8% believed that padding was removed from courses, and 7% thought that the modular instructor was better prepared for his special topic.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation:

Psychology 100

Number of students who participate in innovation per year: 1,000
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $600

Approximate amount needed each year to support ongoing project = $200

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):
Faculty opinion

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 11
Number of senior majors in the department: ______ (if applicable) **Graduate students (75)**

Size of Institution
Total student enrollment in 1974-75 academic year: 30,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. Robert Grinder and Dr. Howard E. Sattler**
Title:	**Associate Dean and Associate Professor of Educational Psychology**
Department:	**Educational Psychology**
Institution:	**Arizona State University**
Address:	**Tempe, Arizona 85281**

Telephone: (Area Code) 602 Number: 965-6220 Extension:

FORMATIVE EVALUATION, MASTERY GRADING, AND PEER DIRECTED SMALL GROUP DISCUSSIONS IN AN INTRODUCTORY EDUCATIONAL PSYCHOLOGY CLASS

The innovations reported here accompany a sophomore level Introductory Educational Psychology class (EDP 052) which has an introductory general psychology class as its only prerequisite. The course is primarily a foundations course which meets the state certification standards for the preparation of teachers and includes facts and principles of learning as applied to problems of education. Each quarter one large lecture section which can accommodate as many as 300 students and one or two small sections of approximately 35 students are offered. The text book and accompanying test items for the course is Psychology Applied to Teaching, Robert Biehler.

The three innovations I have been developing for the large lecture sections include (1) formative evaluation, (2) a pyramid-like structure of small groups which are led by peers who took the class the previous quarter and who discuss a packet of 18 readings, and (3) a mastery grading procedure. The formative evaluation portion makes use of five primary unit tests for which there are alternate tests for each unit. The five principles unit tests are administered every two weeks at regularly scheduled class times. Percent of correct item scores are used to compute grades. The objective tests are computer graded and reported back within five hours. On the evening after each test a debriefing session is held where most thorough explanations and answers for all the items on the tests are revealed. One week later anyone in the class is free to take an alternate test over the past unit and receive 75% of the increase over the primary test added to their primary test score which yields their credit for any particular unit. If their alternate test score is lower than their primary unit test score they are given their primary unit test score, therefore there is no risk involved in taking an alternate test.

Eight small group sessions per group are held for one hour a week where readings are discussed. Students are given 50 minutes of normal class time for this experience. With the advise and consent of their groups, the leaders, who took the course the preceding quarter, write two multiple-choice and two true-false questions related to the two or three readings each week. These questions are then selected by me to make up a 36 item quiz which is given to the class at the end of the quarter. Students are given .25% credit for attendance at each session which can accummulate to a total of 2% bonus credit. Attendance is optional, not mandatory.

Grades for the class are based on mastery criterion levels and are derived from three sources: (1) the average over the five unit scores, (2) conditionally one readings quiz score, and (3) a possible maximum of 2% bonus credit for discussion group attendance. If the percent of correct items on the readings quiz is greater than the average of the five unit scores, it is used in computing the course grade giving a weighting of 10% to the readings quiz and 90% to the average of five unit scores. If the readings quiz score is less than the five unit average, the readings quiz is not used in determining the grade and the five unit average is the only score used. Then, to one or the other of these 2 figures is added the discussion group attendance bonus credit. Grades are determined by the following criterion levels: 85%-100% = A, 76%-84% = B, 68%-75% = C, 58% - 67% = D, less than 58% = F.

This class, as contrasted to a small (34 students) section using summative evaluation and four unit tests and the same text book, did significantly better on a departmental proficiency test, $t_{(151)} = 2.73$, $p < .001$. Student evaluations of this course have been quite favorable as contrasted with other large classes.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 500-600
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 14
Number of senior majors in the department: 110 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 13,400

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Lawrence W. Sherman
Title:	Asst. Professor
Department:	Educational Psychology
Institution:	Miami University
Address:	Oxford, Ohio 4505

Telephone: (Area Code) 513 Number: 529-6621 Extension:

TEACHING EDUCATIONAL PSYCHOLOGY: A HUMANISTIC, PROCESS-ORIENTED, FIELD-CENTERED APPROACH

Educational Psychology

This one-semester course seeks by exposing students to the intimate relationship between psychology and education to provide an understanding of the dynamics occurring within teaching-learning situations. At the same time it attempts to help each student better understand himself (a pre-requisite to improved understanding of others) by confronting him with situations in which he must critically examine his experiences as a learner and his motivations toward, capacities for, and feelings about becoming a teacher or "helping professional" in some other field. This humanistic perspective on learning suggests that genuine learning has a quality of personal involvement which always includes the affective or feeling aspects of the person as well as the cognitive.

Within the humanistic framework of this course, we feel a process-orientation is essential. Our concern is to develop within our students capacities for thinking, questioning, and problem-solving regarding educational-psychological issues. Course content becomes important and meaningful only as it contributes to such personal growth. It is our objective to create circumstances in which students must responsibly direct their own learning and thus both experience and learn about the psychological underpinnings of the process of learning. Consequently, each student is expected to determine, in consultation with the instructor, the directions he wishes to take in the course and the projects he will carry out to help him move in those directions. Generally a student completes three minor projects and one major project with a portfolio containing the projects and any other materials which represent the students' growth in educational psychology being turned in for evaluation at the end of the semester.

The possibilities for projects in the course are virtually unlimited including case studies, critical book reviews, surveys, autobiographical statements, class presentations, and group projects. Many students choose for one of their projects to become involved a few hours each week in some helping relationship. Each of them keeps an analytical log of his thoughts and feelings regarding his "field work" and at the conclusion of the experience prepares a paper which critically examines and evaluates his learning and growth through that experience. Field work provides an experiential base to which students can relate psychological concepts, theories, and research results they read about and are exposed to in class sessions. Examples of the diverse field experiences in which students may participate during a typical semester are: tutoring disadvantaged high school students, helping in a day-care center, acting as a big brother (or sister) to a child in an orphanage, peer counseling with persons who have drug problems, providing swimming instruction for physically disabled children, and acting as a teacher's assistant in a secondary school class.

In teaching this course, we see ourselves as learning facilitators, not directors. We try to increase interaction and active involvement by having each class (25-35 students) sit in a circle. Class sessions which flexibly follow a course outline and our own text materials utilize such strategies as role-playing, small and large group discussions, inductive exercises, debates, values clarification techniques, films, student presentations, sensitizing experiences, and occasionally a mini-lecture.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

an introductory course in Psychology

Number of students who participate in innovation per year: 300
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: none (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Jay Smith
Title: Asst. Professor
Department: Educational Psychology Dept.
Institution: Hofstra University
Address: Hempstead, N.Y. 11550

Telephone: (Area Code) 516 Number: 560 3558 Extension:

Title: PERSONALIZED AND PARTICIPATORY LEARNING AND TEACHING

Subject: Socio-psychological concepts and strategies in instruction to enhance learning and inquiry.

Aims and content encompass the examination and analysis of instructor-learner interactions and the teaching strategies hypothesized to enhance the communication, inquiry and coping skills of learners.

Methods: Seating is arranged to enable face-to-face, at same eye level dialog, including instructor. At first meeting he puts his name, office number and hours on board and says: "I hypothesize you want a grade from this course. Here are some alternative modes to supply evidence for your grade."

Four optional procedures are suggested for evidence: 1. Write and submit two reaction reports per week; or 2. Develop an outline in consultation with the instructor and write a term paper on a topic of own choosing; or 3. Offer several reaction reports and a mini-paper; or 4. Develop either oral presentation(s) or a pilot study, or produce an observation or assessment instrument of teaching, or do independent study. The learner and instructor conjointly plan the activity; the learner consummates it. Each learner is asked to submit at the end of the course a self-evaluation (not to be graded) in response to: "How did I do in achieving my goals in this course?" Criteria for this self-evaluative exercise are developed conjointly by class and instructor.

Learning one another's names, background and interests is initiated early in the course through the person at the left interviewing his neighbor re academic background and aims, family status, career goals, hobbies and recreation. This information is collected on everyone, including the instructor, and given back to the class. Early in the course, too, emergent goals (relevant to them individually and of interest to other class members) are specified by the learners. Eight to fifteen issues customarily emerge representing individual, group and instructor concerns and interests.

Consistently, the instructor invites learners to determine the class meeting agenda through questions, comments, hypotheses derived from their reading, relevant experiences, class discussions. If, on rare occasions, there is no ready learner input, the reaction reports, having been read and returned along with written feedback by the instructor, serve as sources of dialog and analysis. Sometimes the instructor may turn, if the occasion offers, to his agenda and a lecturette.

In attempting to enhance learning and inquiry the instructor engages in these kinds of behavior: 1. Invites verbally and non-verbally inputs from learners; 2. Jots on his scratch pad, for ongoing discusion, the learners' demurrers and questions; 3. Invites from the learners' peers, responses to the inputs; 4. Offers intermittent reflective and clarifying responses to learners; 5. Affords intermittent positive reinforcement verbally and non-verbally; 6. Gives lecturettes now and then; 7. Honors the wish of any learner to make an oral contribution or to continue to participate non-verbally; 8. Gives no reading assignments but supplies bibliographies; 9. Places selected texts, articles and materials on reserve and supplies learners with a mimeographed list of same; 10. Gives no quizzes or final examination and does not assess oral participation in class; 11. Derives evidence on scope, commitment and achievement of learners from submitted written work or formal oral presentation(s); 12. Continually tries to nurture a learner-oriented climate; 13. Offers to observe any student in the class who is teaching in a nearby institution. Evaluation based on: 1. Written and formal oral work submitted by students; 2. Instructor and Course Rating Form (instructor-developed); 3. Classroom Attitude Questionnaire of P.S.U. Division of Instructional Services; 4. Students' self and course evaluation based on class' predetermined criteria.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): Mostly graduate students and in-service educators

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 125
How long has the innovation been in effect? 15 years

Approximate amount of initial funding necessary to develop and try the innovation = $ nil

Approximate amount needed each year to support ongoing project = $ nil

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Self-evaluation by students in the light of criteria conjointly developed by instructor and learners.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 9 in Ed Psy & 28 in Division of Curriculum & Instruction
Number of senior majors in the department: ______ (if applicable) 15 Ed Psy & 100 Curriculum & Instruction

Size of Institution
Total student enrollment in 1974-75 academic year: 30,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter (Term) ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: John Withall
Title: Professor of Educational Psychology and Education
Department: Educational Psychology and Division of Curriculum and Instruction
Institution: The Pennsylvania State University
Address: University Park, Pennsylvania 16802

Telephone: (Area Code) 814 Number: 865-1594 Extension:

VARIATIONS ON KELLER'S PSI METHOD FOR TEACHING EDUCATIONAL PSYCHOLOGY

Educational Psychology

This is not a traditional PSI course, although it uses weekly quizzes and proctors to assist student learning with diagnostic, formative evaluations. Detailed study guides and essay questions are prepared for each of the 11 units. Alternate forms of quizzes are not provided: students are given only one chance to pass (70% mastery criterion). Quizzes cover both text reading and lecture material. All answers to the quizzes are given orally to the proctor, thus affording an opportunity to clear up misunderstandings prior to three major tests. The major innovative part of the course is the Project/Papers. Ten projects in which students are sent into the field to replicate important psychological experiments/phenomena have been prepared. Students must choose three, one from each of three major areas: Development, Learning-Creativity, and Personality-Adjustment. Students first read 5 relevant articles on reserve in the library, then collect their data in accordance with the project instructions (e.g., a replication of Piaget's conservation experiment, Kohlberg's moral dilemmas, Torrance vs. Mednick's view of creativity, administration of self-concept and locus of control scales). Students analyze the project with the aid of information from the articles and write a paper, which is graded Pass/Fail with the opportunity to revise and redo sections of the paper which are unacceptable, for full credit. Students thus learn basic content via lectures and quizzes, and engage in discovery and problem solving via the Project/Papers. Student opinion questionnaires indicate an enthusiastic response to the innovation (35% reported that it was the best course they'd ever taken). A plan is underway to teach the course in conjunction with a field observation participation in the schools course during Fall 1975.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 150
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 150

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 29
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Philip B. Young**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **Towson College**
Address: **Baltimore, MD 21204**

Telephone: (Area Code) 301 Number: 823-7500 Extension: 84C

DESIGN OF A PERSONALIZED SYSTEM OF INSTRUCTION COURSE IN ELEMENTARY STATISTICS

Statistics

This course is organized according to the three components of Keller's Personalized System of Instruction (PSI): *Unitization*: Twelve units of material for elementary statistics were prepared. Each unit contained a description of the material covered in the unit, objectives of the unit, unit problems and exercises to be completed by the student, and problem solutions demonstrating the application of the statistical procedures in the unit; *Mastery Learning*: Students are required to demonstrate mastery of old material before proceeding to new material; *Personalization*: Students are assigned to an upper division or graduate student skilled in statistics. The proctor is responsible for the formative evaluation process and also clarifies questions for the student.

The course serves 30 students per semester and requires roughly one proctor for 6 students. Unit materials are prepared with support from departmental funds. A series of 2m. x 1.74 m. rooms is used for proctoring.

The course is always compared to lecture-oriented classes. This research was presented to the 1974 meetings of the Western Psychological Association. We have also assessed numerous student attributes and investigated trait x treatment interactions. This research has been presented at the First International Symposium on Educational Testing and 1973 Rocky Mountian Psychological Association Meetings. A more detailed discussion of our implementation appears in *Psychological Reports*, 1975, 36, 171-174.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Knowledge of elementary algebra

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 3 years **periodically**

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

attributes of students which interact with achievement in innovative versus non-innovative courses

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 27
Number of senior majors in the department: 150 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Robert D. Abbott**
Title: **Associate Professor**
Department: **Psychology**
Institution: **California State University, Fullerton**
Address: **Fullerton, CA 92634**

Telephone: (Area Code) 714 Number: 870-2271 Extension:

MOTIVATING FOR STATISTICS LEARNING IN THE UNDERGRADUATE EXPERIMENTAL COURSE FOR MAJORS

Statistics; Experimental

We call our course the gateway to the major; it is the first psych course for some students. It is worth 7 credit hours, equal to two courses taken together. It is intended to recap or replace an introductory course, so the first semester text is a conventional intro text. It also covers the traditional sophomore experimental content, with a weekly lab, and covers the statistics often given in a separate course. It is team-taught by three full-time faculty who cover the weekly 1½ hour lab and the six hours of lecture. Every full-time department member also appears, to present his/her specialty summarized, ensuring familiarity with almost all areas of psychology. The purpose of the arrangement is to spread good morale over the negative-affect material in stat; we directly attack the cultural background of the aversion to statistics and to math as a psychological phenomenon with desensitization and other behavioral-modification techniques. Traditional onslaughts serve only to increase aversion, as any behavioral-modification text will tell you. We cover less material than conventional statistics courses, but achieve higher mastery of what we consider basic concepts.

ESSENTIAL FEATURE: The Syllabus is coordinated so that students do an experiment in the lab, get data, discuss what to do with the data, become aware that a procedure is needed to get any lasting benefit from their data, then go to lecture to hear the material (on procedures) which they now know they need, and why. We don't separate the grading on statistics from the overall course grade, to prevent students from seeking to evade the statistics specifically. This amounts to use of the Premack principle, which is also explicitly used in checking off homework assignments in statistics to be rewarded with the privilege of attending lectures and exams in the more popular material.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Sophomore or higher declaring interest in the major.**

Number of students who participate in innovation per year: 40-60
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Subjective judgement on supplementary tutoring needed. invidious eavesdropping at regional conventions as our students "show off" their knowledge in conversations.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 11
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Prof. Mitchell Berkun**
Title: **Prof.**
Department: **Psychology Box76**
Institution: **Quinnipiac College**
Address: **Hamden CT 06518**

Telephone: (Area Code) 203 Number: 288-5251 Extension: 363

THE USE OF UNDERGRADUATE TEACHING ASSISTANTS IN AN EXPERIMENTAL PSYCHOLOGY LABORATORY COURSE

Experimental Psychology

The Experimental Psychology course is a laboratory course, the third of a required three-course sequence in research methodology. The major objectives are to build an ability to critically evaluate published research, to design and conduct original research, and to communicate research findings effectively through oral and written presentations.

Class enrollment for each section is limited to 15 students. Two 2-hour class periods are scheduled each week. The course places considerable emphasis upon independent work by the students. At the beginning of the course an experiment assigned by the instructor is conducted by the class and discussed. However, subsequent experiments, usually three, are conducted by the students working either singly or in groups of two on problems of their choice. Certain restrictions and requirements may be imposed on particular experiments (e.g., use of a psychophysical method, use of a factorial design), but otherwise the students are required to conduct experiments on original problems; no experiment is structured for the student. Students are permitted to conduct their three experiments in a single research area of interest; however, they may choose to conduct each experiment in a different problem area. Typically, for each experiment the student is required to submit a proposal, to give an oral presentation and defense of the completed experiment (with data presented on overhead transparencies), and to submit a complete laboratory report (written in APA style) which hopefully incorporates changes suggested by constructive criticism received at the oral presentation. The 2-hour class/laboratory periods are used to review experimental design and statistics, to introduce particular concepts and methods (e.g., magnitude estimation scaling), to demonstrate apparatus and instrumentation, to discuss students' proposals, to observe student experimentation, to hear oral presentations, and to give quizzes. Often, students test most of their subjects outside of scheduled class hours.

Undergraduate teaching assistants (TAs), usually one per section, play an integral role in the teaching of the course. As the students work on a variety of problems which are not structured for them, the TA contributes significantly as a "consultant" for the students, responding to questions, evaluating proposals, offering encouragement, explaining apparatus, etc. Thus, the students receive considerably more individual attention than would be otherwise. In addition, the TA assists in the preparation of quizzes, the critizue of oral presentations, and the evaluation of all written work. The undergraduate TAs are selected by the instructors, and they receive course credit through a Practicum in the Teaching of Psychology. From the points of view of the students, of the TAs themselves, and surely from our's, this recent (2 years) innovation in the teaching of the course has been an unqualified success.

Sophisticated laboratory facilities and apparatus are not necessary for this approach to the course to work successfully. Also, we have used a similar approach with students who have had the usual one statistics-course preparation; in this case, more time was spent initially on experimental design, and less sophisticated experiments were expected. Although we have chosen to limit students' experiments to a single broad area (e.g., sensation and perception, learning and memory, or social), experiments on a variety of problems obviously would meet the goals of the course.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Completion of Experimental Psychology
Invitation by the instructor

Number of students who participate in innovation per year: 6
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires **(Course Evaluation Forms)**
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. Douglas W. Bloomquist**	**Dr. Harold O. Kiess**
Title:	**Assistant Professor**	**Associate Professor**
Department:	**Psychology**	**Psychology**
Institution:	**Framingham State College**	**Framingham State College**
Address:	**Framingham, MA 01701**	**Framingham, MA 01701**

Telephone: (Area Code) **617** Number: **872-3501** Extension: **Bloomquist 239**
Kiess 245

TEACHING ANOVA MODELS VIA MINIATURE NUMERICAL EXAMPLES

Psychological Statistics

Statistical methods have traditionally been taught to social science students in cookbook fashion. The goal of this statistical training is usually to enable the student to associate statistical designs with various data collection arrangements. More often than not, the student has no conception of what the statistical analysis assumes about the composition of the dependent variable being researched, and thus about the composition of the psychological or sociological constructs under investigation.

Students in the social sciences are usually well acquainted with statistical assumptions, but are only vaguely familiar with the structural assumptions specified by the mathematical models. The structural equation expresses the assumed relationship between the observed data and the parameters of the population from which the sample was drawn. The model is an assumption that the researcher makes about the composition of the variable under investigation. The model specifies, and the social scientist therefore assumes, that a suitable representation of "reality" is provided by the particular partitioning of observed data.

The report presents a pedagogical device that the author believes helps bridge the gap between student and statistical understanding. Basically the technique involves the construction of miniature numerical examples which illustrate how the statistical machinery reduces each observation to a sum of elements specified by the model and indicates the relationship between these elements and the respective sources of variance. Miniature numerical examples for factorial and mixed ANOVA designs are included in the report.

Interested readers may obtain the ten page report from Brian Bolton at the Arkansas Rehabilitation Research and Training Center, University of Arkansas, 346 N. West Avenue, Fayetteville, Arkansas 72701.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Brian Bolton**
Title: **Coordinator of Graduate Studies**
Department: **Research and Training Center**
Institution: **University of Arkansas**
Address: **346 N. West Avenue**
Fayetteville, Arkansas 72701

Telephone: (Area Code) 501 Number: 575-3656 Extension:

THE USE OF COMPUTER SIMULATIONS OF PSYCHOLOGICAL EXPERIMENTS IN LARGE UNDERGRADUATE CLASSES IN RESEARCH METHODS

Research Methods

A number of simulations of psychological experiments have been designed for instructional use in undergraduate classes. Information about these simulations can be obtained from Dr. Dana Main; Department of Psychology; University of Michigan; Ann Arbor, Michigan. Previous experience with computer simulations has been in small undergraduate classes (Less than 20 students) and involved the use of a student assistant. The following description is of a method of using simulations with classes of 40 students and can be accomplished without a student assistant. In this innovation, the students carried out their computer work on a terminal line to the Michigan Terminal System, but the simulations can also be run by batch processing. The purpose of the simulations is to allow students to design and evaluate a program of research by having the computer simulation generate data for experiments designed by students. The emphasis of this project was on designing experiments within a research context that simulated as closely as possible a community investigating a particular content area. Each student was provided with background information on the topic of study, a computer use description, and a budget. The following elements were devised to make the system function:

1. Simulation Abstracts. Each experiment run by a student was described by a title and abstract and posted with a date of publication (day of posting) on a centrally located bulletin board under the heading "Simulation Abstracts."
2. Reprints. Students were instructed to read the abstracts and to request reprints of articles which seemed relevant to their own research program. Reprints were requested by filling out information on reprint request cards and dropping the card into the folder of the senior author of the paper. Mail folders were provided for each student in the class.
3. Research reports. Student typed two-three page reports of their research on Ditto masters and these were duplicated by clerical help.
4. Review papers. Each student wrote a literature review paper of the relevant research generated by the members of the class to turn in to the instructor. Papers were graded on the basis of organization, thoroughness, and critical skill. In addition, students were given credit if their research was mentioned in other people's papers.
5. Research grants. Students were encouraged to work together on simulations and to keep up on the literature in order to conserve their computer funds. However, if the original budget was exceeded, they could apply to the instructor for a research grant. Successful grant applications gave the student bonus credit in the course.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Have taken one previous course in psychology and are psychology majors.

Number of students who participate in innovation per year: 40
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ *
Approximate amount needed each year to support ongoing project = $7.00 per student

Evaluation done on innovation: *Depends on the computer facility available.

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 60 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Harriet M. Braunstein
Title: Assistant Professor of Psychology
Department: Department of Psychology
Institution: University of Michigan-Flint
Address: 1321 East Court Street
Flint, Michigan 48503

Telephone: (Area Code) 313 Number: 767-4000 Extension: 205

EXPERSIM AS AN AID IN TEACHING EXPERIMENTAL DESIGN

Experimental Psychology; experimental design

The EXPERSIM computer program, written at the University of Michigan, is used to teach experimental design to undergraduates by having them design experiments, within a given model's context. The designs are given to the computer program as input, with the output being simulated data generated by the model in the program. The student then uses statistical methods to try to find out what the underlying model is in terms of the relationships between dependent and independent variables.

The student writes reports to give an outline of his simulated experimental results, with an emphasis on the integration of the series of experiments.

One class of 15 students in experimental psychology is using the system. Although no assistant is involved now, there will be a graduate assistant in the future assigned to this work.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

none except to be enrolled in the undergraduate psychology course in experimental methods, with a prerequisite of statistics

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $ 1000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): none yet as this is the first term

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 18
Number of senior majors in the department: 70 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Thomas V. Brown
Title:	Asst. Professor of Psychology
Department:	Psychology Dept.
Institution:	University of Dayton
Address:	Dayton, OH 45469

Telephone: (Area Code) 513 Number: 229-2714 Extension:

COMPUTER-ASSISTED TEACHING OF ANALYSIS OF VARIANCE COMPUTATIONS

Experimental Design

CASANOVA is a set of computer programs whose purpose is to aid students in learning the computational techniques for analysis of variance. CASANOVA operates in BASIC* on an interactive time-sharing system. The system uses eight different designs from one-way analysis of variance to Latin squares and analysis of covariance.

For each of these designs, CASANOVA generates simulated data for one or two instances of the design. The solution to the problem is broken down into manageable steps. For each step the student is told what is required for that step, for example, the sum of squares for the interaction. The student can choose among various arithmetic commands which help him find the solution for that step. The commands are designed to be appropriate for analysis of variance. For example, SUM is used to get the sum of a set of numbers while SUMSQ first squares each of the numbers, then adds them up. The student is an active participant in the solution because he must select the appropriate commands. When the student believes he has the correct answer, he verifies it against the computer's answer. If he is correct, he can go on to the next step, otherwise, he can give the command HELP and receive a suggestion about what he might have done wrong and recompute the answer. The structure of the steps organizes the solution into a rational and consistent sequence of operations which helps the student generalize across various designs. Immediate feedback for each step aids learning by correcting misconceptions quickly.

CASANOVA has reduced the amount of time spent in class on computations, freeing the instructor to cover other topics. Students are almost uniformly enthusiastic about this technique and prefer it strongly to more traditional homework. They seem to learn the computations in less time and have a better conception of the generality of analysis of variance than when other techniques are used. The commands are easily learned since no programming ability is required. This tends to reduce the trauma often associated with learning quantitative techniques in psychology. A Student Handbook is available which provides examples drawn from research in Psychology.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory statistics

Number of students who participate in innovation per year: 30
How long has the innovation been in effect? 2 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 25,000

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Comparison with same problems done in introductory statistics

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5 1/2
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1350

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): 3-3

INNOVATOR DATA

Name: **Francis Campos**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **Lawrence University**
Address: **Appleton, Wisconsin 54911**

Telephone: (Area Code) 414 Number: 739-3681 Extension: 464

STUDENT EXPERIMENTAL PSYCHOLOGY CONVENTION

Experimental Psychology

The goal of the experimental psychology course at the University of Notre Dame is systematically to acquaint the student with major content areas in psychology and with the basic research and communication skills that are a part of a psychologist's repertoire. All undergraduate majors take the course after the introductory statistics class. Building on the latter, the elements of experimental design and its associated problems are related to the statistical analyses already learned. At the same time, students begin to carry out a series of experiments which are designed and discussed as a group in the classroom. Early experiments are analyzed statistically by hand while later ones make use of a set of elementary computer programs to which students are introduced. The programs are selected to parallel the types of designs treated in the class. A graduate assistant helps in setting up the equipment for the experiments and also in instruction regarding use of the university computer.

In the third week of the class, the APA Publication Manual is assigned for reading. Students are expected to follow the APA format in their lab reports and are given extensive evaluation of their efforts on the early papers. In each succeeding experiment, students are given more and more responsibility as to design, execuation, and write-up. The last experiment, usually the sixth or seventh, is entirely an independent project.

From all of the final projects are selected about eight of the best. These are placed on a convention program (see sample below) to which all faculty and student majors are invited. After the convention, those attending are asked to rank the paper presentations. Usually student and faculty rankings correlate well. Those papers ranked first and second are awarded prizes -- usually a psychology book of general interest. The prizes are inscribed with the student's name, the date, and the occasion.

STUDENT EXPERIMENTAL PSYCHOLOGY MEETING -- FIRST ANNUAL SESSION

Haggar Hall of Psychology, Room 200-- Thursday, December 12, 1974

You are cordially invited to attend a meeting of student experimentalists who will be reporting the results of independent research projects conducted this semester in the introductory lab course, Psychology 342.

PROGRAM

Thursday Morning

11:00-11:15 HARBIN, T.J. The effect of rock music on learning word lists.
11:20-11:35 SKISCIM, C.C. & CASAS, R. Sex differences in spatial abilities given predisposition.
11:40-11:55 CANNON, C.J. Apparent perception of line length as a function of frame size .
12:00-12:15 McNAMARA, S.R. The processing of affirmative and negative binary statements.

Thursday Afternoon

2:45-3:00 BOYER, W.E. The effect of storage load on short-term memory
3:05-3:20 MATTHEWS, C. & MENCHETTI, B.M. Confidence measures as affected by group pressure in an audio-perception task.
3:25-3:40 HAINS, A.A. The effects of high-low association trigrams and various recall intervals on short-term memory.
3:45-4:00 HURLEY, D. & TIGH, C. Effect of topic-relevant cues on the thinking behavior of normal and obese students.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology and Introductory Statistics courses.

Number of students who participate in innovation per year: 70
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ **University-provided computer expenses.**

Evaluation done on innovation: **Student class evaluations and informal faculty opinion.**

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **see above.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 15
Number of senior majors in the department: 55 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8300

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **William E. Dawson**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **University of Notre Dame**
Address: **Department of Psychology**
Notre Dame, Indiana 46556

Telephone: (Area Code) 219 Number: 283-7627 Extension: 7627

EXTENSION TEACHING WITH TAPED LECTURES AND PERSONALIZED INSTRUCTION

Learning

Courses are taught at Minot Air Force Base through Minot State College extension services. Psychology classes are 10 weeks long, four hours weekly, and carry 4 quarter hours college credit. In the Psychology of Learning course, I have incorporated a lecture method and Keller's Personalized System of Instruction (PSI) using taped lectures, self-pacing, unit mastery, small steps, and proctoring in the course design. Hergenhahn (*Teaching of Psychology Newsletter*, March 1972, 5-6) presented the original idea and much of the basic materials used in the course are taken from his sources.

The texts include Hilgard and Bower's *Theories of Learning* (Prentice-Hall, 1975) and Bugelski's *Psychology of Learning* (Hackett, 1975). Taped lectures include the material in the first 8 chapters and a chapter on theory of instruction from the former text. Supplementary readings of relevant abstracts are recommended from the latter text. Other material for the course includes a course syllabus, an explanation of the course PSI procedures, lists of terms, names, and concepts, discussion questions, and related references. Two forms of 25-item multiple-choice quizzes are used with each unit.

On the first night of classes, students receive the 36-page set of supplementary information, the course procedures are explained, an 80-item multiple-choice pre-test is taken, and the first taped lecture on the philosophy of science is played. During later classes, students who report readiness may take quizzes on units for which they feel prepared or listen to past tapes and prepare for past quizzes. Readiness is defined as students stating that they are finished with a particular unit in its required sequence. A student may elect to stop at any grade on a quiz or to retake quizzes until a 90% grade or better is obtained. At about 1 1/2 hours prior to the end of the session, students who are caught up and wish to do so may stay and listen to the tape scheduled. Others who are not yet caught up are asked to continue to take quizzes. Each taped lecture is followed by a question-and-answer session. Students may work independently and not attend the scheduled lecture by working ahead of schedule.

The final exam may be taken only once. Final grades are determined on a point-for grade-obtained basis. The number of points obtained by scoring 90%+ on all quizzes is equal to the number of points obtained on the final exam at 90%+. It is possible for a student to obtain an A grade in the course without getting A's on all quizzes; and if A's are obtained on all quizzes, it is possible to get an A grade in the course with less than 90% on the final exam. It is not possible to get an A grade for the course if a C grade is obtained on the final or more than one quiz.

Tapes have been used in the class on campus previously and students report that they like them. Of course, the preferred feature of the course is self-pacing, but the tapes ranked high on the class survey. Several problems unique to extension courses are solved by this approach. Absenteeism due to alerts and other problems can be easily made up with no loss of information. Since most of the students are military personnel, the self-pacing feature along with other features of the PSI are desirable from the standpoint of the student and the instructor. Emphasis on the written word and taped lecture frees the instructor for teaching learning.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Primarily military personnel in extension courses**

Prerequisites for students who participate in innovation:

Psychology 101

Number of students who participate in innovation per year: 30-40
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100 (tapes)

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Pre- Post-tests; comparison with other classes in the past**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8 1/4
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2200

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **K. Anthony Edwards**
Title: **Assistant Professor**
Department: **Division of Education and Psychology**
Institution: **Minot State College**
Address: **Minot, North Dakota 58701**

Telephone: (Area Code) 701 Number: 838-6101 Extension: 352

COMPUTER SIMULATION OF PROGRESSIVELY COMPLEX PSYCHOLOGY EXPERIMENTS

Experimental Psychology

The sophomore experimental psychology laboratory consists of interaction with an on-line computer program (HULLSIM). A relatively simple experimental question is posed (e.g. What effect does reward magnitude have on the running speed of a rat in a straight alleyway?). The student calls HULLSIM, which requests results in accordance with those values, based on Clark Hall's mathematical formulation. The student then summarizes and analyzes these results and draws conclusions from them. On completion, the student proceeds to the next problem, an extension of the former which requires him to use his previous results, picks values for new variables, and uses a different design or analysis.

Eight variations on the same problem provide experience with a dozen variables, repeated measures and matched groups design, factorial design and analysis, and parametric studies and hypothesis testing.

In one semester students, individually and at their own pace, simulated experiments that would have required an estimated five years of full time work to conduct. Students reported enjoying the course more than did preceeding classes with the traditional laboratory. The costs, after development, have been primarily computer time; the savings to the institution were in reducing staff hours one full-time laboratory instructor and in the cost of traditional laboratory equipment. The satisfaction for the teacher has been greater, for he has become a consultant for individual students in difficulty rather than a laboratory instructor. The program has also been written for an IBM 360, using batch mode and punch cards.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☑ Sophomores
- ☐ Juniors
- ☐ Seniors
- ☐ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology - 1 semester

Number of students who participate in innovation per year: 40

How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 6,000

Approximate amount needed each year to support ongoing project = $3,000

Evaluation done on innovation:

- ☑ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 5

Number of senior majors in the department: 12 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 1450

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☑ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☑ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☑ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☑ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Delbert W. Ellsworth**
Title:	**Associate Professor of Psychology**
Department:	**Psychology**
Institution:	**Elizabethtown College**
Address:	**Elizabethtown, Pa. 17022**

Telephone: (Area Code) 717 Number: 367-1151 Extension: 286

USING UNIT MASTERY TESTS IN PSYCHOLOGICAL STATISTICS

Psychological Statistics

Procedure: In addition to the usual midterm and final examinations, a 20-minute mastery test was given at the end of each unit (one chapter of Welkowitz, Ewen, and Cohen's Introductory Statistics for the Behavioral Sciences). Students (class size of 30) worked at their own speed, taking a mastery test after completing the written workbook assignment for that chapter and receiving feedback on it. Passing all mastery tests ensured a grade of C regardless of examination scores, but had no effect on higher grades. A score of 90% was required in order to pass a mastery test; a student who failed was allowed a second try on a parallel form after appropriate review and study. Half of each class period was devoted to lecture, and half to a free period where students could take mastery tests or work on homework assignments. An undergraduate assistant who had previously earned an A in the course attended each lecture and helped counsel students during the free session; a graduate assistant conducted the customary once-per-week lab period.

Results: Virtual elimination of D and F grades, with a corresponding increase in the number of C grades; little effect on A and B grades. Students were generally quite satisfied with the procedures, although not significantly more so than other classes taught by the same instructor using standard techniques (lectures, weekly lab, same text and workbook). The innovation appears useful for classes that include a substantial number of less adept students, but is probably an unnecessary complication if most students are quite competent.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☑ Juniors
☑ Seniors

☑ Psychology Majors
☒ Non-Majors
☑ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? 1 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ___________

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Robert B. Ewen
Title:
Department: None (Those who concentrate on teaching fail to survive)
Institution:
Address: 8101 Camino Real, Apt. C-317
Miami, Florida 33143

Telephone: (Area Code) 305 Number: 271-0733 Extension:

THE USE OF HISTORICAL NOTES, PERSPECTIVES, PERSONAL VIGNETTES AND BIOGRAPHY IN THE TEACHING OF INTRODUCTORY STATISTICS

Introduction to Psychological Statistics

Textbooks in introductory statistics are generally ahistorical. With few exceptions they may mention the originator of a statistic, but they do not describe its evolution in the hands of successive theorists. They rarely mention personalities or personal incidents. In this regard, instructors tend to fit the same pattern. While I have not conducted a systematic sample, few of the instructors to whom I have spoken teach anything at all about the history of statistics, yet everyone of them listened with interest and a sense of wonderment to a brief story about the history of a particular statistic, a Table, or a famous name. The students in my course are extremely responsive to such stories not only because of the entertainment value in a story but rather because it humanizes statistics. When the distinction is made early in the course between counting and measuring, and the various scales are discussed, they are intrigued with the technique Xerxes used to count his army: he stood a myriad (10,000) of men in one place, had a wall (with a gate, of course) built around them, then emptied and refilled the area until his army was counted. Wallis & Roberts tell of what was probably the first use of the mode (from Thucydides). When the Plataeans and Athenians decided to escape from a brick stockade in which the Peloponnesians had enclosed them, they contrived to build ladders tall enough to reach the top of the wall. How tall would the ladders have to be? They had many men count the layers of brick at the same time and then used the most frequently obtained count as the one most likely to be true. That was in 428 B.C. Students are surprised to discover that the distinction between discrete and continuous data is as old as Aristotle ("On Categories"), or that the median is a comparatively new measure which Galton taught to friends who planned to visit primitive tribes so that they might return with measures of height.Of greater significance to the student are those developmental histories which put into perspective the conceptual evolution of such critical issues as the law of chance, hypothesis-testing, regression, etc. One can follow a variety of inter-related issues within p theory from the non-mathematical writings of the ancient Hebrews on the casting of lots (although some forms of gambling were punishable by death), through the works of Pascal (whose magic triangle incidentally, was known some 300 years earlier by Chu Shi-kie; though Pascal still deserves ownership by virtue of his extensive work on it), DeMoivre, Laplace, Quetelet, the fabulous Bernoulli family, and Bessel (who gave us the probable error and also a story-within-a-story if you go back to his earlier work on the personal equation and the famous dismissal of Kinnebrook by Maskelyne of the Greenwich Observatory), all the way to the fairly recent efforts of Galton (standard scores), Pearson, "Student" (W. Gosset , who called his test z not t), Sir Ronald Fisher, to today's newly Knighted Maurice Kendall, and others in the forefront of theory (including some who are working hard to resurrect Bayesian (conditional p) statistics. I devote a single lecture to Galton (Darwin's cousin) alone. The builder of the concepts of "co-relation" and regression, he was a compulsive counter and a prolific scientist. He counted the loops and whorls on his fingertips and eventually made a real contribution to the science of fingerprinting, and after counting the number of pretty women he met while traveling through England, he drew a beauty map showing London with most pretty girls and Aberdeen with the ugliest. His intuitive construction of r is easily followed by any student (Newman's biog. in Sci. Amer. '54 and Boring's account in The History...are enjoyable reading). The personal incidents in the lives of all these people and the interactions (sometimes bitter) among those who were contemporaries are absorbing not only for their human interest value but because they help us to understand things as they are. When Pearson refused to give Fisher permission to reproduce a chi-square table, Fisher recast it and published it his way. We may never know whether the refusal was based on the bitterness between these two giants or because Pearson was trying to preserve income for Biometrika. (Pearson & Kendall, Hist.) In any case even the tables we have inherited from Fisher have a story of their own.

INNOVATION DATA

The innovation involves: **All students in Introductory Statistics**

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

A one semester course in General Psychology

Number of students who participate in innovation per year: 50-70
How long has the innovation been in effect? 10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $ None

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Mostly individual feedback**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24 full-time, 24 adjuncts
Number of senior majors in the department: 800 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: c. 16,000

Characteristics of Institution

☒ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional **Nursing**

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Vincent R. Fisichelli, Ph.D.**
Title: **Professor**
Department: **Psychology**
Institution: **H.H. Lehman College, CUNY**
Address: **Bronx, N.Y. 10468**

Telephone: (Area Code)	Number:	Extension:
212	960-8207	Direct
212	960-8204	Department Office

ALTERNATIVE WAY TO SATISFY THE LABORATORY REQUIREMENT OF OPERANT CONDITIONING IN A COURSE IN THE EXPERIMENTAL PSYCHOLOGY OF LEARNING

Experimental Psychology (operant conditioning laboratory)

Students in the course Experimental Psychology II (learning) are given the option of performing behavior modification work at outside agencies in lieu of working at the college psychology laboratory, conditioning rats in the Skinner box. A state hospital with mentally retarded resident patients is being helped by volunteers from the course. Some patients are taught self-feeding, some visual discrimination. Sometimes it is possible to establish that a patient's educability has been underestimated by the hospital staff. The student is asked to take a behavioral baseline of either an undesirable response (the rate of which is to be lowered) or a desirable response (the rate of which is to be increased). At the end of the semester, the student is asked to write a report incorporating the results of the student's own attempt at behavior modification. The above-mentioned hospital supplied Playtest apparatus (available from Stoelting, a major supplier of psychological laboratory equipment for the discrimination training) and modified spoons (with extra-large handles) for the self-feeding training. Of the 25 students in the course]2 opted for behavior modification work at outside agencies and 13 for laboratory work at the college. The off-campus placements are welcomed by outside agencies, which include two elementary schools, a private agency for retarded children, and the Massachusetts Department of Mental Health.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 12
How long has the innovation been in effect? 1/4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ **none;outside agencies are pleased to accept student aid and provide the work-place**

Evaluation done on innovation:

☒ Student opinion questionnaires **as part of course evaluation in general**
☒ Measures of student performance in comparison with non-innovation control group(s)*
☐ Other (specify):

*** Lab reports expected from all students, those doing behavior modification off campus and those doing Skinner box studies.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1100

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: George S. Grosser
Title: Associate Professor, Psychology
Department: American International College
Institution: Springfield, Mass.01109
Address:

Telephone: (Area Code) 413 Number: 737-5331 Extension: 207

A PERSONALIZED INTRODUCTORY STATISTICS COURSE BASED ON TASK ANALYSIS OF STATISTICAL PROCEDURES

Introductory Statistics for Psychology, Education, and other Social Science areas

This introductory statistics course combines a personalized management system and materials specially constructed as a result of a task analysis of statistical procedures.

The personalized management system is elementary, except for the fact that the instructor manages all aspects of the course without the aid of proctors. Daily testing is used. There are 36 unit quizzes with five forms of each for regular testing and one form for makeup quizzes. Each quiz is graded on a 10-point basis with partial credit for any steps correctly carried out even if the steps make use of previous erroneous calculations. The mastery levels are: C, 72%; B, 83%; and A, 94%. Up to four unexcused absences are allowed, with a 2-point penalty for each. There are also 7 6-point extra-credit exercises which may be taken. In the most recent semesters, 80% of students who complete the course receive A's. Dropouts are usually limited to 1 or 2 students from a class of 25. Students have given the course exceptionally high ratings. Informal feedback from instructors of the subsequent experimental psychology courses indicates that students from this course are considered to be very well prepared.

The main innovation is the type of programmed instruction used in the materials (all written by the instructor) used in the course. The course has about 70 units (usually, two units are tested each day). For each unit, a task analysis was used to define the steps required to complete the task successfully. For example, in calculating the variance by the deviation score method, the steps are: 1) calculate mean, 2) calculate each deviation score, 3) calculate squared deviation scores, 4) sum squared deviation scores, 5) calculate N-1 of scores, 6) divide the sum of the squared deviation scores by N-1 to get variance, 7) write variance with appropriate units (e.g., cm^2). Then, based on this task analysis, texts were written to explain the topic. Almost every test section includes an example. Programmed problems were written for each unit based on the procedure known as backward chaining or retrogressive sequencing in mathematics. In this method, the first problem only requires the last step (step 7 -- write the variance with appropriate units). The second problem requires the last two steps. The third problem requires the last three steps, and further problems add one step for each problem. The calculation of the variance by the deviation score thus requires a sequence of at least 7 problems.

Larger scale task analyses provide the definition of task units and specify the programming of units by the same backward chaining method. For example, simple ANOVA has four major steps, which are: 1) form the null hypothesis, 2) calculate the sums of the squares, 3) set up ANOVA table and perform calculations to get *F*, 4) draw an appropriate graph and interpret the results. Following the backward-chaining analysis, the unit on drawing the graph and interpreting the results comes first.

These task analyses not only aid performance on ordinary topics, they have permitted highly succesful text construction for more difficult topics, such as binomial distribution, multiple range tests, and confidence intervals, which are only infrequently covered in more conventional statistics courses at this level.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

An introductory psychology (developmental emphasis) course

Number of students who participate in innovation per year: 45
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 70.00

Approximate amount needed each year to support ongoing project = $ 50.00

Because our department has two secretaries for 40 faculty, I do all the typing

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Detailed quiz records for daily quizzes to evaluate criterion-referenced performance in order to show improvements when unit tests are altered. Experimental studies which compare the problem order with random problem order.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 43
Number of senior majors in the department: 100 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10, 750 (FTE), 13,000 in attendance

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory **mostly secondary level**
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Edward J. Haupt**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Montclair State College**
Address: **Upper Montclair, N.J. 07043**

Telephone: (Area Code) 201 Number: 893-5200 Extension: 5200

USING A UNIT-MASTERY PROCEDURE TO TEACH INTRODUCTORY EXPERIMENTAL PSYCHOLOGY

Introductory Experimental Psychology

An introductory experimental psychology book dealing primarily with human research was developed using the unit-mastery format. Six units, further subdivided into modules with progress checks and exercises, were written. The units covered the following: psychology as a science, the background and purpose of a study, subject selection and experimental materials, two design units, and problems in doing research with human subjects. The student was given six weeks to independently study the units. At the end of each unit a quiz was given by the instructor to assess mastery of the concepts. If the student had a 90-100% performance score, the next unit could be studied. At the end of six weeks all six units had to be finished and passed in order to take a comprehensive posttest. The result of this procedure was a reduction from 13 to 7 weeks in terms of the time previously necessary to cover the same concepts when a lecture approach was used. In addition, the average level of student performance was much greater.

The advantages of such a procedure are: (1) less time spent learning the concepts, thus leaving the remainder of the semester open for analyzing and designing experiments based upon the concepts, (2) measureable levels of concept mastery, (3) more immediate and continuous feedback about performance to the student, (4) the possibility of limited self-pacing and independent study during the initial six weeks, and (5) the course requires only an introductory psychology course as a prerequisite, thus the course can be adapted for either psychology majors or non-majors (students with a statistical background can simply go deeper into the research aspects of the course).

The second half of the course was devoted to analyzing either real or hypothetical experiments and to designing experiments which may be actually done, or simply analyzed in terms of design criteria. The latter objective is achieved by having groups of students work together to completely design (but, not actually do) an experiment on a current, relevant topic, e.g. drugs, abortion, self-concept, etc. In this way the student learned to appreciate the difficulties in designing experiments. More ambitious students elected to actually research, design, implement, analyze and report on a research topic.

The above mentioned research experiences were not possible when lecturing consumed most of the available time. Now, it is possible to measure what each student knows, to assess the student's ability to apply the concepts, and to diagnose individual problems in order to remediate. Furthermore, based upon student comments, the course was favorably received, especially the aspects of independent study and immediate performance feedback.

While there were only 25 students in the course each semester, the cost factor is constant. Each student bought the text ($10.00) and paid a $2.00 lab fee for tests, materials, etc. Only available materials were used for the experiments. One instructor alone easily managed the 25 students. The addition of a teaching assistant would probably make it possible to handle 35-40 students.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology

Number of students who participate in innovation per year: 50
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0.00

Approximate amount needed each year to support ongoing project = $ 0.00

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):
Individual discussions with the students in the course.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. John K. Henneberry**
Title:	**Assistant Professor**
Department:	**Psychology**
Institution:	**Le Moyne College**
Address:	**Syracuse, New York 13214**

Telephone: (Area Code) **(315)** Number: **446-2882** Extension: **445**

THE STUDENT AS DATA GENERATOR IN UNDERGRADUATE STATISTICS

Statistics

Among the leading concerns of Statistics teachers is the location of examples, problems and exercises which are close to the student's immediate frame of reference. The following details a technique which integrates the student with the subject matter: the use of student-produced data and student-centered examples.

On the first day of class students are given 3 x 5 cards on which they print their names (on the top line), and class (sophomore, etc), academic major, number of psychology courses completed, and height on subsequent lines. In addition, students are administered Pressey's Survey of Study Habits (SOSH) and Sarason's Test Anxiety Scale (TAS). The completed 3 x 5 cards are assembled to form 8½ x 11 sheets (student names are covered) and xeroxed. Scores on the two questionnaires are paired on a master summary sheet. Finally, a copy of the card and questionnaire data along with the original TAS and SOSH are returned to the students. Besides supplying the students with data and the teacher with information about the class, the cards become a ready reference for student advisement.

How does the student generated data become incorporated into Statistics? The variables which formed the data (class,major,scores, etc) are introduced as examples in discussions of the four *levels of measurement*. Class, academic major, and questionnaire data are used in exercises requiring the preparation of *frequency distributions* and *graphs*. 3. Concepts and problems pertaining to *percentile ranks*, *standard scores*, *measures of dispersion* and *central tendency* use TAS and SOSH scores. 4. Comparisons of student performance on the questionnaires provide an opportunity for presenting concepts, questions and techniques related to *correlation*. 5. When classes are too large to realistically permit the use of all student scores in calculations of correlation coefficients, 10, 20 or 30 pairs can be selected, a procedure that can initiate discussion of *sampling techniques*. 6. After the concepts of *sampling distribution* and the *central limit theorem* are explained, students are instructed to cut the height data from their xeroxed sheets, mix it in a container, and draw samples of N=2, N=5, etc. Means and grand means are calculated and, subsequently, related to these concepts. "Outcome" data is lacking, however, tutor assistants and students remark that reading statistics and completing homework assignments are more interesting when student centered problems are used than when only text examples or exercises are given. Student-generated data has additional advantages. It is real data and occasionally can be ambiguous, complex, and thought-provoking. See *Teaching of Psychology*, 1974, *1*, 35-36.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: None

Number of students who participate in innovation per year: 50
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Student and tutor remarks

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Paul Hettich
Title: Associate Professor
Department: Psychology
Institution: Barat College
Address: Lake Forest, Illinois 60045

Telephone: (Area Code) 312 Number: 234-3000 Extension: 318

DATACALL: A computer-based game for teaching research strategy.

All fields applicable in teaching experimental design and research strategy.

DATACALL comprises a group of designed game environments set up around several computer simulations ranging from survey research to laboratory experimentation. An individual instructor sets up a computer simulation of a research problem and then chooses from among a number of game rule structures in relation to the goals he has for this type of "laboratory" research. Game structures already tested include individual play, group "parallel" play, interactive cooperative work and interactive competitive games. Successive play gets students to learn research design by thinking ahead in planning the most useful collection of data, analyzing regularities in collected data and adjusting research efforts to take advantage of information returns in pilot experiments or the developing literature of the student research environment. The demand characteristics of this type of laboratory environment are directly under the control of the instructor who sets the game payoffs and rules to bias student group behaviors toward developing the appropriate research strategies.

To process the simulated experiments, a computer is necessary. This, however, can be a very small machine if each of the simulations is freestanding. In addition, if the batch mode of processing is used to cut the costs of computer use for large classes, lab assistants are necessary.

Formal evaluation indicates that students like this technique of learning and learn at least as much as under normal laboratory conditions. In addition, introductory students become relatively sophisticated in the use of statistics (one quarter of the most recent class ended the term doing analysis of variance) because of more complex experiments made possible by simulation, the repeated practice available (a motivated student might run a dozen experiments in a week) and the game environment which led to higher payoffs for good research behavior.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 6 years

Approximate amount of initial funding necessary to develop and try the innovation = $11,000

Approximate amount needed each year to support ongoing project = $ Lab assistants and computer time vary with size of machine available and numbers of students to be handled.

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4.5 (7 bodies)
Number of senior majors in the department: 30 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1,100

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): three courses over three terms. (10 weeks each)

INNOVATOR DATA

Name: Richard R. Johnson
Title: Professor
Department: Psychology
Institution: Earlham College
Address: Richmond, Indiana 47374

Telephone: (Area Code) 317 Number: 962-6561 Extension:

COMPUTER-ASSISTED INSTRUCTION IN AN UNDERGRADUATE PSYCHOLOGY LABORATORY COURSE

Experimental Psychology: Learning and Memory

In 1974, Mount St. Mary's College joined the PLATO computer network, an innovative computer-assisted instructional system with many unique features. The specific objective in psychology was to involve PLATO in the undergraduate laboratory program, in order to convey information that would be difficult for the average student to achieve by other teaching methods.

Students are introduced to experimental methodology through a consideration of basic research in animal and human learning. Lecture and readings consider the background of a specific experimental problem in learning. In laboratory, the experiment is conducted by the student. Each student takes the data to the PLATO terminal and enters the data into a designated lesson. PLATO uses these data to instruct the student individually in one of several areas:

1. Statistical decision making and power
2. Mathematical modeling in learning and memory
3. Simulation procedures in learning and memory
4. Experimental design problems associated with the data

The history, procedure and results of the experiment, along with the information from PLATO, are brought together with discussion in a laboratory report submitted by the student.

This course involves approximately 15 students per term, under the instruction of Nicholas Kierniesky. Informal feed-back from the first group of students indicates that PLATO involvement increases enthusiasm in what otherwise might be perceived as dry and boring material.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Statistics

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 20,000

Approximate amount needed each year to support ongoing project = $ 11,000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Student opinion came from Discussion section of lab report and verbal contact. More time will allow for better evaluation.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3 1/2 **Psychology**
Number of senior majors in the department: 15 (if applicable) **Psychology**

Size of Institution
Total student enrollment in 1974-75 academic year: ____________

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Nicholas C. Kierniesky, Ph.D.**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **Mount St. Mary's College**
Address: **Emmitsburg, MD 21727**

Telephone: (Area Code) 301 Number: 447-6122 Extension: 245

PERSONALIZED SYSTEM OF INSTRUCTION IN ELEMENTARY STATISTICS USING UNDERGRADUATE AND GRADUATE STUDENTS AS TUTORS

Elementary Statistics

The purpose of the method is to provide a system of instruction in statistics that allows students to: work at their own pace (within limits); receive tutoring help when needed; and achieve a uniform level of mastery. The course as taught has approximately 30 students who have had either a beginning course in college algebra or equivalent high school mathematics. There are in addition to the course instructor, undergraduate and/or graduate tutors for about every five or six students. The textbook for the course is a programmed book in elementary statistics that covers descriptive and inferential statistics through simple analysis of variance. No lectures are presented beyond the first-day orientation, which tells students what to expect and what will be expected of them, and indicates the amount of work that must be completed each week (on the average) in order to finish the course during a regular quarter of nine weeks of classes. As arranged, students can finish much faster, and a few do so in as few as five to six weeks. When a student has completed his or her study of a chapter in the text, he or she takes a unit quiz on it. The quiz is graded immediately his or her proctor. If he or she does not get everything correct, an alternate unit quiz is given, and the process may be repeated. There is no penalty, but students soon learn about how much study is needed and seldom need to take very many, if any, alternate quizzes after a time. Scattered through the unit quizzes at a ratio of about one to six are longer comprehensive review quizzes, graded by the instructor. If a student completes all unit and review quizzes satisfactorily before the end of the last week of classes, no final examination is required. If not, the number of unit and review quizzes completed yields a weight of two-thirds toward the course grade and the score on the final yields a weight of one-third. Class attendance is not required, but students typically attend quite regularly since they can get tutoring help and take quizzes only during class periods. Students generally like the system, since the usual pressure and anxiety of examinations in statistics are reduced. The system is not perfect, however. There is a tendency to want to proceed too rapidly on the part of some students, at the expense of accuracy. Also, some students feel that they do not gain as good an understanding as they might if they used a regular text along with lectures. But such feelings tend to be in the minority, and students' evaluations of the method typically run high. How well the material is retained beyond the quarter is unknown.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

A beginning course in college algebra or equivalent high school mathematics.

Number of students who participate in innovation per year: 90

How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $None (undergraduate proctors get "problems" credit; graduate proctors have this as a duty assignment)

Approximate amount needed each year to support ongoing project = $None

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Masters
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: George R. Klare
Title: Professor of Psychology
Department: Psychology
Institution: Ohio University
Address: Athens, Ohio 45701

Telephone: (Area Code) 614 Number: 594-4169 Extension:

INDIVIDUALIZED COMPUTER-GENERATED WORKBOOKS FOR ELEMENTARY STATISTICS

Elementary Statistics

Objectives. This innovation has two major objectives. The first is individualization for both student and instructor. Each student receives a workbook of unique problems, one different from everyone else in the class. The instructor writes his own workbooks for each class--rather the computer writes individualized workbooks to his specifications. The second objective is to encourage innovation in teaching the course. The instructor can adjust the instructional material to his teaching rather than modifying his teaching to fit available material; he can add new topics, drop old ones, and systematically vary parameters; he can give students no answers, some answers, or all the answers; he can use traditional teaching one time, mastery teaching the next--innovation with little or no additional effort.

Method. These objectives have been achieved by writing a series of subroutines that use the computer to generate individualized workbooks to the instructor's specifications. The instructor decides on the instructions to be given the student, specifies population parameters (means, standard deviations, etc.), specifies sample sizes, decides whether or not to give the student the answer, and specifies how many decimal places will be given in the data. The computer then generates the student's workbooks on one half of the page with the individualized detailed answer key on the other half.

Content. At the present time the following subroutines have been developed and used: 1) Constructing frequency distributions; 2) Percentiles and percentile ranks from frequency distributions; 3) Measures of Central tendency; 4) Measures of variability; 5) Normal curve, sampling error, and confidence intervals; 6) Random *t*; 7) Correlation, regression, and prediction; 8) Correlated *t*; 9) Chi square; 10) Mann-Whitney *U* test; 11) Wilcoxon signed-ranks test; 12) Analysis of variance.

Number Involved. Using these workbooks and similar individualized tests, one instructor can teach 20-25 students easily. An instructor plus one assistant can easily handle 40-45 students.

Equipment Necessary. These subroutines were developed on an IBM 1130 with 16K core. They run on any computer with 16K (or larger) core; the larger the core, the longer the unit which can be generated at one time. Since this is run with batch processing, a large computer with many terminals is not necessary.

Evaluation. This has been used only with mastery teaching and student evaluations have been very positive, probably more due to the mastery teaching than anything else. Grades are a bit lower than when using a traditional workbook with mastery teaching since copying is impossible. However, students seem to be better prepared to use statistics in subsequent courses.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 30
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $100.00

Approximate amount needed each year to support ongoing project = $None, If students are charged for the computer time.

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Ronald L. Koteskey
Title: Associate Professor
Department: Department of Psychology
Institution: Asbury College
Address: Wilmore, Kentucky 40390

Telephone: (Area Code) 606 **Number:** 858-3511 **Extension:** 281

A PSI COURSE IN PSYCHOLOGICAL STATISTICS

Psychological Statistics

Psychology 321 (Survey of Statistics) is an upper-division course designed to teach the fundamentals of statistical analysis to students majoring in psychology at The University of Michigan. The course is offered by three or four instructors each semester. Typically, each instructor handles between 35 and 70 students, and each gives the course in his own way.

In the fall of 1972, a PSI section of the course was offered for the first time at Michigan. The PSI section followed Keller's model in all important respects but one. No lectures were given in the course. Tutors and the course instructor were available to help students and evaluate quizzes during six assigned class hours. The course material was divided into 18 units, and the final examination counted for one-third of the course grade.

During 1972 and 1973, the PSI section used Courts' Psychological Statistics (Homewood, Ill.: Dorsey, 1966) as a textbook. Since this textbook was also used in one of the lecture/recitation sections during these years, it has been possible to compare lecture and PSI results:

--End-of-course exam performance in the PSI sections was significantly better than in the lecture sections.

--End-of-course student ratings in the PSI section were highly favorable.

--There were no significant differences in the proportions of withdrawals and incompletes in the two kinds of classes.

--The effect of teaching method on exam performance was clearest for high-aptitude students; low-aptitude students performed at the same level in PSI and lecture sections.

--After one year, PSI students still outperformed lecture students on a retention measure. At the time of follow-up, PSI students also gave the course a significantly higher rating than students from the lecture section.

Findings are reported in:

Kulik, J. A., Kulik, C.-L. C., & Milholland, J. E. Evaluation of an individualized course in psychological statistics. In R. S. Ruskin and S. F. Bono (Eds.), Personalized instruction in higher education. Washington, D. C.: Center for Personalized Instruction, 1974.

Kulik, C.-L. C., & Kulik, J. A. PSI and the mastery model. Paper presented at the Second National Conference on Personalized Instruction in Higher Education, Los Angeles, California, March, 1975.

Linver, M. The Keller plan: One method of making teaching more effective. Unpublished honors thesis. University of Michigan, 1975.

During the 1974 academic year, the individualized section used Runyon and Haber's Fundamentals of Behavioral Statistics (Reading, Mass.: Addison-Wesley, 1971) as its textbook. Study guides, unit quizzes, and instructor materials from this section are to be published by Addison-Wesley as a supplement to Runyon and Haber's text.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors

- ☒ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 120
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1,000

Approximate amount needed each year to support ongoing project = $ 200

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **James A. Kulik, Ph.D.**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **The University of Michigan**
Address: **Ann Arbor, MI 48104**

Telephone: (Area Code) (313) Number: 764-0505 Extension:

PSI TAKES THE ANXIETY OUT OF STATISTICS

Elementary Statistics

After nine years of teaching statistics (otherwise known as Sadistics") with standard textbook, workbook, and explanatory lectures, I recently decided to experiment with PSI in search of a better way. The results outstripped my expectations. The objectives of this innovative course were similar to most first courses in statistics: (1) knowledge and understanding of basic statistical terms and concepts; (2) skill in constructing and interpreting tables and graphs; (3) skill in computing descriptive and inferential statistics; (4) application of statistical concepts in data analysis; and (5) basic experimental design.

The content of the course was derived from the first eleven units of the self-instruction textbook, Psychological statistics, Tosti, et al., (1971), beginning with measurement, scaling, graphs, descriptive statistics, through probability theory, including the binomial and normal distributions, to hypothesis testing, and the inferential statistics of t-test and confidence intervals. Also required were two projects: (1) a written report of reading comprehension improvement experienced as a result of reading the same technical research study before and after the course; (2) a probability experiment designed and executed by the student.

The course was designed after Keller's PSI model, with four contact hours a week as follows: (1) content lecture on new unit; (2) review (questions and answers); (3) unit test A; (4) feedback on unit test A. Since classes at Marymount College are almost never over thirty students, no student proctors were necessary. All individual tutoring and re-testing was conducted during office hours. Essential to the motivational aspects of the course were the criteria for the final grade:
A - Completion of 11 units at 90% proficiency level and 90% on the final (A or B).
B - Completion of 11 units at 90% proficiency level or 90% on the Final (A or B).
C - Completion of 11 units at 80% proficiency level or 80% on the Final (A or B).
Inc. - Unsuccessful attainment of one of the above before the end of semester.
An alternate form (B) of the unit test was available for students who wished to raise their proficiency above 90% and was mandatory for students who performed at less than 80% proficiency on form A (rarely more than 25% of the class). The students could take form B as often as necessary, but usually once was sufficient. The exception to this was the Final (B), which could be taken only once.

There were two statistical evaluations of outcomes conducted by comparing the innovation group (N-25) with two non-innovation control groups (N-42) of the previous semester. All three groups were taught by the same professor. On a teacher-course evaluation questionnaire, the item, "overall rating of the course," showed a mean increase from 5.00 to 6.07 (on a seven-point scale) favoring the innovation group, which generated a $t = 2.92$, p less than .01. The other evaluation was a comparison of student performance as reflected in letter grades. In the innovation group, 72% received A's or B's as opposed to 38% in the non-innovation group. A chi square analysis of the grade distribution showed $X^2 = 12.64$, p less than .01. Finally, a perusal of the open-ended form of the teacher-course evaluation revealed reduction of anxiety occasioned by the opportunity to re-take an alternate form of the unit tests as well as the textbook itself as the most outstanding features of the course.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology or General Sociology

Number of students who participate in innovation per year: 50-60
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 6
Number of senior majors in the department: 56 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 900

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. John D. Lawry**
Title: **Chairman**
Department: **Psychology**
Institution: **Marymount College**
Address: **Tarrytown, NY 10591**

Telephone: (Area Code) 914 Number: 631-3200 Extension: 224

TEACHING SIMPLE STATISTICS FOR RESEARCH

Statistics, Experimental Psychology, Research Design.

Students who study experimental methods and statistics in separate courses have to solve the problem of integrating the material before it can be used in research. This course offers a partial solution to the problem. It combines the study of several research methods with appropriate nonparametric statistics suitable for evaluating data derived from them. These easy-to-compute statistics help students to overcome their fear of statistics, which is a major obstacle to many of them. The sequence of material, the statistics covered, and the methods of study are all different from the typical beginning statistics course. It can be taken by students trying to develop a background before the standard course, or by students who have had the regular course, but hwo want to develop a better understanding.

For instructional purposes, research techniques are divided into two groups: Exploratory/Descriptive methods with correlational statistics, and Experimental/Inferential methods. Students find the Spearman rank correlation easy to understand and to compute; a study of it gives veginners experience in computations. The course begins with assignments that require research designs using this statistic.

Mann-Whitney U and Wilcoxon T are studied with experimental designs involving two sample; a "t test" is easier to understand after a study of these two.

Chi-square helps to demonstrate ideas of a "one-sample" design, and multiple groups designs based on the availability of nominal data.

Procedures for choosing a statistic are emphasized; they must be appropriate for the research question being asked, the kind of data available, and the research design. Every statistic is studied in the context of several other statistics to show their uses, similarities, and differences. Practice with simple research assignments help students learn how to make appropriate statistical decisions. Computations based on a student's own work teach him far more than set problems from a text.

Theoretical texts do not develop the practical ideas beginners can more easily learn first. The extensive amounts of supplementary material necessary for this approach makes more demands on the instructor. A special text for this course is being written, but it is not yet finished.

By covering less material more thoroughly, it is easier to develop a better understanding of it, and more confidence for the studnet. They become more actively involved in the material and many actually come to enjoy it. Several years experience has thoroughly demonstrated how effectively this method accomplishes what it attempts. Many courses are available to teach statistics; this one was developed to teach confidence - through mastery of a few simple statistics that can be applied to a surprising number of research designs. Its guiding idea is that a few statistics, learned thoroughly, develop a better foundation for further study than do traditional courses that attempt too much in the time available.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): **Sociology or any area in which knowledge of simple research is necessary**

Prerequisites for students who participate in innovation:

high school algebra

Number of students who participate in innovation per year: 60 to 90
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 25

Approximate amount needed each year to support ongoing project = $ 25

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Student reports and performance in subsequent classes**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 22
Number of senior majors in the department: 60 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Frank M. Loos**
Title: **Professor**
Department: **Psychology**
Institution: **Northeastern Illinois University**
Address: **Bryn Mawr at St. Louis**
Chicago, Illinois 60625

Telephone: (Area Code) 312 Number: JU3-4050 Extension:

EXPER SIM (EXPERIMENT SIMULATION) THE USE OF COMPUTER SIMULATION IN INSTRUCTIONAL LABORATORY COURSES.

Research design, statistics, laboratory courses. Specific subject courses makes use of certain simulation models in the library, i.e., motivation, psycho-biology.

Computer simulation is used to facilitate the teaching of research design in elementary laboratory and statistics courses. The classroom is structured as a "scientific community" where each student is a "scientist" in that community who develops a research program with respect to one or more of the data-generating models in the program library. He develops questions, hypotheses, and designs a series of experiments with respect to simulation costs designed to reflect real costs and anticipated outcomes based on the growing body of knowledge produced by the rest of the community.

He submits his design to the computer which generates data that he analyses in order to infer relationships in the underlying model generating the simulated data. In short, the extremely time-consuming and costly data collection step is reduced to a matter of minutes. Not only can the process be repeated several times (six to ten experiments a term usually), but a given experiment can be linked to one that had been done earlier, making it possible for students to plan a research program, not simply to design an isolated experiment.

A supervisor program manages all models in the library.A model is a modularized FORTRAN subroutine that can be added or deleted from the library without undertaking major re-programming. Models in the current library are concerned with the etiology of schizophrenia, imprinting, motivation, drugs on learning, and social facilitation. Other models in psychology as well as in other disciplines are being developed in different colleges and universities.

At the University of Michigan, laboratory sections have sixteen students taught by graduate assistants. Larger classes are possible with some modification of classroom management.

The program is written in FORTRAN IV and requires 20,000 - 25,000 words of core. (a version for smaller computers has been developed at University of Louisville). The programs can be used in either batch or interactive modes. No previous experience with computers or knowledge of programming is required of either student or instructor.

Comparisons of computer classes and classes who studied the literature on which the simulation was based, indicate better research design decisions on the part of the computer class with respect to certain test problem solving protocols. The computer class also showed better understanding of the subject matter than the class that studied the literature.

Cost at the University of Michigan is about $8.00 to$9.00 a student.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **"A least one introductory course in psychology is preferred."**

Number of students who participate in innovation per year: 550
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 10,000 **over a period of 3 or four years.**
Approximate amount needed each year to support ongoing project = $ 4400 **or $8.00 a student, for purchase of computer time.**

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Dana B. Main**
Title: **Assistant Professor**
Department: **Psychology**
Institution: **University of Michigan**
Address: **3435 Mason Hall**
Ann Arbor, Michigan 48104

Telephone: (Area Code) 313 Number: 763-4541 Extension:

UNDERGRADUATE RESEARCH AT REGIS COLLEGE

At Regis College, the laboratory component of the second semester course in Experimental Psychology is an outgrowth of an N.S.F. Undergraduate Research Participation project in Psychology. The 1970 guide for this earlier project favored "those who have qualities of scholarly aptitude, imagination, and perseverance necessary for success in graduate study in the sciences." Experience with this project has deepened the conviction that every undergraduate psychology concentrator should be engaged in a research project of her choice even though immediate plans and interest in graduate study may not be present. This faculty member has learned to entertain the expectancy taht young scholars will bring valuable thinking and novel ideas to the research opportunities offered them.

This Experimental Psychology laboratory component places the young researcher in consultation with a faculty member who realizes that the student's creative potential will develop most fully when psychic energy is directed toward finding and solving meaningful problems, for scientists who are most fully alive are attentive to both problem finding and problem solving processes. The purpose is to sensitize the psychology concentrator to these ongoing processes and thus expose her to the scientist's quest for understanding.

The pattern of student development builds on a term paper completed during the first semester course in Experimental Psychology; within this course, the student reviewed and analyzed empirical studies on a topic of her own choice. To keep students on the frontiers, it was recommended that some references include research carried out within the past five years.

From such an assignment, conflicting experimental findings and/or divergent interpretations and/or differing theoretical explanations inevitably emerge. The student's task is to identify such discrepancies, and to design an experiment to help resolve them. In this process, the student examines various research options, and the faculty member is available for consultation. The student is given every opportunity lead, however, in specifying the problem under study, establishing a rationale for the hypotheses and predictions advanced, selecting relevant dependent variables, operationalizing the independent variables, discovering the procedure and necessary controls which will minimize the effects of extraneous factors, arriving at decisions about the method of analyzing data, and preparing the final communication in both written and oral form. Throughout this process, the faculty member assumes the role of research, catalyst - not of information-giver.

By the middle of the semester, most students have their research off the drawing board, and into the stage of setting up laboratory equipment, recruiting and running subjects, analyzing and interpreting the collected data. At the end of the semester, abstracts of all projects are duplicated for circulation at the time of final reports by several groups of four or five student participants. A final written project report which conforms to A.P.A. criteria is due the last day of the semester.

This kind of research experience provides the student with a taste for intellectual independence, and its effects are apt to be telling. Students annually report their results at Psi Chi meetings, or other undergraduate psychology conferences in the Northeast; some students continue their research in more advanced psychology courses, and eventually public in professional journals; some students become interested and participate with faculty members in their ongoing research; many from this course volunteer to be laboratory assistants for the introductory psychology course.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Psych. 201-202 Introductory Psychology
Psych. 315 Experimental Psychology I
Math. 311-312 Statistical Methods
Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3500 - NSF URP

Approximate amount needed each year to support ongoing project = $______
The equipment is contingent upon topics which students choose to study

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): student reports at Psi Chi meetings, etc.
student publications
student success in graduate study
student persistence in undergraduate research

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: 25 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 850

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	S. Viterbo McCarthy
Title:	Professor
Department:	Psychology
Institution:	Regis College
Address:	235 Wellesley St. Weston, Mass. 02193

Telephone: (Area Code) 617 Number: 883-1820 Extension: 205
893-1820

TEACHING EXPERIMENTAL METHODOLOGY TO UNDERGRADUATE PSYCHOLOGY STUDENTS WITH THE HELP OF A COMPUTER SIMULATING EXPERIMENTAL DATA

Experimental Psychology

This innovation has as its objective the training of psychology students in the use of the scientific method to test experimental hypotheses.

The method employs the use of the EXPERSIM system, which consists of a computer program capable of taking a model that has been created for a phenomenon of interest, and generating data for a given set of variables and values.

The procedure is to divide the class into teams of three students each. Each team is given the first phenomenon to be studied - Santability, or what makes a good department store Santa Clause. Each team is given a list of variables relating to Santability (e.g. weight, sex, race, degree of Xmas spirit, etc.) along with possible values for each variable.

The team forms its hypothesis, creates a simple design, and gives the instructor the variable(s) and values chosen. The instructor has this information key-punched and run in the computer, and returns the computer-generated data at the next class period. (Data in the Santability study happens to be the amount of time children watch the department store Santa within a ten-minute period.) The student teams are then instructed as to how to analyze the results, derive conclusions, and write a research report on this study.

While the Santability study has the advantage of offering a model that is very quickly understood, even by Freshmen students, its disadvantage is that it is not based on any known empirical data. However, subsequent problems do deal with models that are based on experimental evidence existing in the literature. These models include imprinting, schizophrenia, motivation, drug use, and social facilitation. As the models progress in sophistication, so do most students' experimental designs, as the students are weaned from the team. Also, students learn to punch their own cards and read them into the computer.

At the same time that the students in this course work with EXPERSIM, they are also conducting operant conditioning studies using live rat subjects, so that not all of the data dealt with in the course is computer generated.

Evaluation of this innovation using the EXPERSIM system is based on only two-thirds of a semester; however, it has proved to be successful as a means of teaching the experimental method. Students seem to like this approach, and with it, they are provided the opportunity to run far more experiments than were students in previous classes who obtained their data from live subjects.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology and Statistics

Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 2/3 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $ 200 computer time

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): General impression as obtained from student comments, so far.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 14 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2,255

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Thomas J. McCrystal
Title:	Assoc. Professor of Psychology
Department:	Psychology
Institution:	Capital University
Address:	Columbus, Ohio 43209

Telephone: (Area Code) 614 Number: 263-6305 Extension:

PERSONALIZED SYSTEM OF INSTRUCTION FOR STATISTICS AND EXPERIMENTAL PSYCHOLOGY

General-Experimental Psychology

An experimental psychology/psychological stat course (a six hour block of courses required of all psychology majors and minors) was set up on a modified Keller system. The goal of the courses is to give the student a group of research methods from conception through design and implementation of a project to data analysis and finally reporting. The study, the content of the course is divided into 25 units through which the student progresses at his own rate. Study and examination are carried out in a lab where students have access to calculators, proctors and instructors. Students are interviewed weekly to determine whether they are progressing satisfactorily (compared with a standard progress line established by the instructors. According to past experience with student progress in this system). Research is currently in progress assessing potential relationships between locus of control (Internal vs External) and success in the program. Research is planned comparing the modular system with tradiational lecture---discussion approach to the same courses.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:
Introductory Psychology

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 2 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500.00

Approximate amount needed each year to support ongoing project = $ 150.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Assessment of personality characteristics related to success in the innovation.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 22
Number of senior majors in the department: 80 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 11,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Leroy P. Metze	James R. Craig
Title:	Assistant Professor	Assistant Professor
Department:	Psychology	
Institution:	Western Kentucky University	
Address:	Bowling Green, KY 42101	

Telephone: (Area Code) 502 Number: 745-2695 Extension: 34

USING PEER GROUPS AFTER "DE-SENSITIZING" DISCUSSION OF ANY UNEASY FEELINGS ABOUT WORKING WITH NUMBERS IN TESTS AND MEASUREMENTS COURSES TO FACILITATE BECOMING COMFORTABLE WITH AND PROFICIENT IN USING STATISTICAL CONCEPTS

Subject area:
Tests And Measurements

Description of Innovation:
In the first meeting of class all students are asked to rate their feelings about working with numbers and statistical concepts along the following continuum:

Scared	Uncomfortable	Neutral	Comfortable	Enchanted
5	4	3	2	1

After the ratings are collected, a "de-sensitizing" group discussion takes place in which each student shares any apprehensive feelings and reasons for them (such as early negative experiences). In classes over 25 in size, peer groups are formed of 5 to 6 students sitting adjacent to one another who report to the whole class the gist of a 15-minute discussion. In smaller classes, these initial groups are not needed. In the "whole group" discussion period (about half an hour) the following factors are emphasized:

a) Students in the social sciences tend to be more "verbal" in their thinking processes and pleasurable learning of statistical concepts can be facilitated by treating "math" as a second (or foreign) language in which some awkwardness or rustiness is natural at first.

b) The shift in thinking required as one moves from a discrete to a continuous distribution (or from thinking of any number as a point to a band where, for example, the number "one" is not a point but rather a mid-point (1.0) of an interval or band that extends to an upper limit of 1.5) is like shifting to a new grammar and again some awkwardness is to be expected.

c) "Mathematical" learning is different in the sense that it is "ladder-like" and each "rung" must be mastered before moving on to the next level (unlike history, for example, where it is not necessary to master the 11th century before studying the 20th century).

At this point peer groups comprising students from both ends of the continuum are formed (about 4 to 6 students in each) and it is agreed that the whole class will move only when all students have achieved mastery. The peer groups are used as needed when calculations are carried out in class or home work assignments corrected in class. For example, medians, means, standard deviations, percentile scores, standard scores, and stanines are computed on data gathered by the students on a test construction project. In the relaxed peer group atmosphere it is easier for the less proficient students to ask questions and for the more expert students to "tutor" them up to proficiency level. Height and weight data from the students themselves can be used to demonstrate correlation coefficient.

At the conclusion of the class, ratings are again made. In approximately 16 classes so far, the peer group format has been well received and all students who were below "neutral" on the continuum reported an increase in their feelings of comfort. While this cannot be taken literally as an evaluation measure, it does serve as a vehicle for reinforcing their more positive attitudes and sense of having mastered some basic statistical concepts.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Undergraduate students in Human Services major and graduate students in the School of Education.**

Prerequisites for students who participate in innovation:

A one-quarter course in Statistics

Number of students who participate in innovation per year: 60-80
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 17
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 25,450

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Genevieve R. Meyer, Ph.D**
Title:	**Asst. Professor**
Department:	**Guidance and Pupil Personnel Services**
Institution:	**CA State Univ., L.A.**
Address:	**5151 State Univ. Drive** **Los Angeles, CA 90032**

Telephone: (Area Code) 213 Number: 224-3708 Extension:

PROGRAMMED INSTRUCTION OF STATISTICS AND THE PROBLEM OF SELF-DISCIPLINE

Behavioral Statistics

After teaching behavioral statistics for several years, one is made acutely aware of two basic problems related to this course:

(1) each class exhibits a wide range of individual differences with respect to basic mathematical skills, and,

(2) a large number of students, with adequate preparation in math, have nevertheless developed a degraded self-image with respect to their abilities in that area. Both of these problems can be corrected to some extent by self-paced programmed instruction. Slower students are not forced to maintain the more rapid pace of the rest of the class, and faster students are not held back by the instructor's consideration of the slower students. Self-confidence can be developed and maintained by the nature of programmed material, i.e. small incremental steps with a high probability of success.

We nave recently conducted an individualized-programmed course in "Psychological Statistics" with an encouraging degree of success. The program used was published by Individual Learning Systems, Inc. of San Rafael, California. Except for some typographical errors (hopefully now corrected), the course was well-written and covered all major aspects of behavioral statistics through analysis-of-variance techniques. One undergraduate student who had completed the lecture course and had worked through the program material served as the course proctor by grading exams and giving immediate feedback where he felt competent to do so. The course instructor did not meet classes but set aside two hours each day for individual student counseling. Grades were determined by the number of units of the program completed and performance on a final exam. At the end of the course, each student (N=50) was interviewed for his or her reaction to the course.

Most students (79%) felt they learned more from this method of instruction than they would have under the usual lecture method whereas 10% felt they learned less. None of the students thought that the amount of work required was less than usual but 25% thought the amount of work necessary was excessive. In response to the question, "What aspect of the course did you like least" the only response given by more than one student was "too much time required for study." In response to the question, "What aspect of the course did you like best" most responses centered on the themes of self-pacing, the requirement for self-discipline, and a sense of personal accomplishment. This positive aspect of the course also proved to be a negative aspect for some students. Averaged over a three year period, the usual withdrawal rate for the statistics course is 4%. In the programmed course, 22% of the students withdrew. Interviews with these students indicated that they lacked the self-discipline necessary to complete the course in the absence of some sort of structure imposed by the teacher (announced exams, emphasis on certain material in the text, etc.).

One must conclude that this method of instruction is highly beneficial for most students at least in some courses. On the other hand, many students present certain problems that preclude their successful completion of a programmed-individualized course of instruction and indicate a need for counseling and/or better preparation in developing more effective study habits.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: **50 (but not a continuing program)**
How long has the innovation been in effect? one years

Approximate amount of initial funding necessary to develop and try the innovation = $ **$100 (assistant)**

Approximate amount needed each year to support ongoing project = $ **$300**

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3.75
Number of senior majors in the department: 135 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3458

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☒ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Claude R. Miller**
Title: **Assistant Professor of Psychology**
Department: **Psychology**
Institution: **Georgia College**
Address: **Milledgeville, Georgia 31061**

Telephone: (Area Code) 912 Number: 453-4574 Extension:

A COMPARISON OF LECTURES, INTERVIEWS, AND DISCUSSIONS IN TEACHING RESEARCH DESIGN SKILLS

Experimental Design

This description is divided into (a) an abstract of the research evaluation and (b) practical application.

The effectiveness of three methods (lecture, discussion, and interview) in teaching research design principles was assessed. These three techniques, selected because they vary in the amount of verbal response they generate in students, were compared in a three-week behavioral science statistics course. In addition to computational skills, each of the 24 undergraduate subjects were taught the logic of experimental design. Subjects received one-third of their training by each teaching method with the order of methods counter-balanced over subjects. Interviews were conducted on a one-to-one basis; discussions and lectures were in groups of eight. Interviews were kept in the same time constraints as the other methods by restricting each interview to fifteen minutes and by using a student proctor to conduct half the interviews.

Students received the highest scores on experimental design tests when trained by interview and the lowest scores following a week in a discussion section. Lectures were little better than discussion except for the topic of factorial designs. The student interviewer was almost as effective as the instructor indicating that interview teaching could be economically competitive with lecture sections.

The major pedagogical advantage of the interview is the number of concentrated interactions that are possible. In a class of 24, meeting three days a week, an instructor and one well trained proctor can intensively and effectively interview each student once a week. Articulate student responding can be shaped by the use of prompts, fading, and contingent reinforcement. Gradually the student acquires the necessary verbal repertoire to discuss a technical area fluently. Competing emotional responses are reduced or extinguished and a larger and larger proportion of the interview is devoted to the behavior of the student and less and less to that of the interviewer. In sum, the interview permits maximal application of the principles known to modify behavior.

It is sometimes helpful to provide students with the questions to be asked before the first few interviews. Sometimes a list of the topics to be covered in the interview is sufficient. In either case, these procedures must be faded fairly rapidly to preclude excessive dependence on prompts from the interviewer.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 5
Number of senior majors in the department: 35 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1700

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Albert Prince
Title: Chairperson
Department: Psychology Dept.
Institution: Marietta College
Address: Marietta, Ohio 45750

Telephone: (Area Code) 614 Number: 373-5668 Extension: 286

TEACHING OF UNDERGRADUATE PSYCHOLOGICAL STATISTICS WITH AND WITHOUT A TEXTBOOK

Psychological Statistics

The purpose is to conduct the undergraduate course in psychological statistics in two ways: once the course is taught without the use of a textbook, i.e., the students are told that there is no particular text for the course but they may use one on their own, either by borrowing one from the University Library or by purchasing one. The selection depends on them entirely. The material covered is listed in a detailed 4-page syllabus and is covered in lectures and discussions, exercises, and demonstrations during the semester by the same instructor.

The study is conducted in situ, but the quizzes and examinations are comparable. During another semester the same course is conducted in about the same way by the same instructor except that he selects a textbook and makes it a required reading. The syllabus is the same and the material is covered through lectures and discussions, exercises, and demonstrations. Selection of subjects depends on whoever registers for the course during the two semesters.

Results: The first part of the study was completed during the 1st semester of 1974-75, and the second part will be conducted during the 1st semester of 1975-76. The study is, therefore, only half done as of now.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☐ Seniors
- ☒ Psychology Majors
- ☐ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Completion of the introductory psychology course.

Number of students who participate in innovation per year: 35

How long has the innovation been in effect? one years

Approximate amount of initial funding necessary to develop and try the innovation = $100.00

Approximate amount needed each year to support ongoing project = $100.00

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 14

Number of senior majors in the department: 80 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: M. Y. Quereshi

Title: Professor and Chairman

Department: Department of Psychology

Institution: Marquette University

Address: 617 N. 13th Street
Milwaukee, Wisconsin 53233

Telephone: (Area Code) 414 Number: 224-7198 Extension: (Direct Dial System)

Supplemental Psychology

Ray, W.S., Simple Experiments in Psychology, N.Y. Behavioral Publications, 1973.

Since these experiments are written for teachers who know nothing about laboratories, each is written to be carried out by students without a teacher, i.e. by the students alone, with no teacher around. The experiments can be done in any sequence except that the student should be advised to read the student's introduction first.

The last experiment in the book (#9) requires several students - perhaps eight or ten.

The equipment is simple except for a slide projector and a 16 mm movie projector - silent.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): anyone

Prerequisites for students who participate in innovation:

NONE AS YET

Number of students who participate in innovation per year: I have not used it.
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $5.00 (plus the tape recorder and projector)
Approximate amount needed each year to support ongoing project = $5.00

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):
None

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 12 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Wilbert S. Ray
Title:
Department: Psychology
Institution: Bethany College
Address: Bethany, West Virginia 26032

Telephone: (Area Code) 304 Number: 829-7431 Extension:

A NEW WAY OF TRAINING RATS IN THE INSTRUCTIONAL LABORATORY

This is a description of a new method of giving students in the introductory course some experience with training rats, much of the work being shaping. It requires ten hours of work by the student, five days a week for two weeks. A student assistant is present in the laboratory at all times.

In an ordinary hand-powered Skinner box the student gives the rat the usual dipper and bar training. Then the rat is placed in an adjoining box where he is shaped to any act desired. When the rat performs this act the door into the Skinner box is raised by the student and the rat is able to go back to it and reinforce himself with the bar and dipper. When this is learned he is put into the third box, from which he is admitted to the second box, carries out the act learned there, and goes back to the Skinner box. One more box completes the apparatus, but students do not always get this far. Aside from the behaviors in the Skinner box the student can choose what the rat is to do in each of the other three boxes. He may simply make two turns or hit a bar hanging from the ceiling, or climb onto and off a block, or roll a small rubber ball around, etc.

A film has been prepared to explain what will be done in the lab. The films is 18 minutes in length; so it can easily be shown twice in a class period. The movie shows the rats arriving at the lab and being put into separate cages, the construction and operation of the boxes, and goes on to show rats running through the boxes with various amounts of training, the sequence in which the training takes place, shaping the dipper and bar work, and the like. Of 150 students last year, only one had an "allergy" to rats.

There is much more student involvement here than in the case where one simply watches the rat in an automated Skinner box. The student operates the dipper and bar, opens and closes doors between chambers, keeps a hand-written record of bar presses and feed and waters his own rat. Separating the various elements in the chain of behaviors into the different chambers probably facilitates the rapid development of learning. Try also painting walls different patterns - black, grey, vertical stripes, horizontal stripes, etc.

The film, the Bethany Rat Training Program, is available for the Psychological Cinema Register.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify):

Prerequisites for students who participate in innovation:

None as yet

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 12 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Wilbert S. Ray**
Title: **Bethany College**
Department: **Bethany, West Virginia 26032**
Institution:
Address:

Telephone: (Area Code) **304** Number: **829-7431** Extension:

TWO LABORATORY PERIODS ARE USED EACH WEEK TO TEACH TECHNIQUES IN OBSERVING AND TRAINING ANIMAL BEHAVIOR IN A CONDITIONING AND LEARNING COURSE.

Introductory course in Conditioning and Learning

A five-hour (quarter) course to prepare psychology majors (open to non-majors) for subsequent courses in Experimental Psychology and in Behavior Modification. Class meets in three one-hour sessions each week to discuss principles of conditioning and learning, and two sessions of two-hours each to observe and train laboratory animals. The discussion sessions are conducted by a full-time faculty member, and the lab is supervised by a graduate student under guidance of the faculty member. Laboratory equipment and animals necessary for operant conditioning procedures are provided by the Psychology Department. Students are evaluated at the end of the course on performance in the laboratory, and by a comprehensive examination. Additional evaluations are made on performances in subsequent psychology courses.

The Conditioning and Learning course is being considered as a prerequisite for continued studies in Experimental Psychology and in Behavior Modification.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 100

Approximate amount needed each year to support ongoing project = $ 150

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 9.67
Number of senior majors in the department: 42 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 6,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Dr. Grover C. Richards
Title:	Assoc. Professor
Department:	Psychology
Institution:	Georgia Southern College
Address:	Statesboro, Georgia 30458

Telephone: (Area Code) 912 Number: 681-5600 Extension: 5588

USING UNDERGRADUATE AND GRADUATE STUDENT TUTORS AS ADJUNCTS TO AN UNDERGRADUATE STATISTICS COURSE

Psychological Statistics

Working homework problems in the course is "strongly recommended," operationalized as allowing completed homework to augment a grade slightly. We have available a room containing ten calculators. Laboratory sections are scheduled twice a week for three hours each time, but attendance is not required.

During all lab hours there are available, in the lab, at least two undergraduates and one graduate student to act as tutors. They answer questions, explain difficult points, help with questions from prior tests, etc. We find that the presence of a graduate student encourages the better students to come to lab while the undergraduate tutors, never more than one semester removed from the course itself, tend to be less threatening to the weaker students. After a few sessions we find the better students tutoring the weaker and other interactions of this type.

Two undergraduates and one graduate assistant have proved to be sufficient personnel for a lecture class of 120 even if the graduate student assist with the course, per se. We have found three lectures a week, en mass, along with the lab to be a reasonable alternative to sectioning such a large course. The costs involved are moderate, particularly when contrasted to the idea of sectioning 120 students into four sections of size 30. These costs include one faculty member, one graduate assistant and about 20 hours/week of undergraduate student help. The 20 hours of undergraduate help consists of 12 student contact hours and 8 hours of homework grading.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors **(mainly)**
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Enrollment in Psychological Statistics course; Introductory Psychology

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 1 1/2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3000 (for calculators)
Approximate amount needed each year to support ongoing project = $ 1200 for tutors plus one graduate assistant

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: 90 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7000 undergraduates

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: C. James Scheirer and other staff
Title: Asst. Professor
Department: Psychology
Institution: S.U.N.Y.
Address: Binghamton, NY 13901

Telephone: (Area Code) Number: Extension:

LABORATORY COURSE IN BIOFEEDBACK

Experimental Psychology

Theoretical issues, methodological problems, therapeutic applications, and experimental correlates of biofeedback are explored through directed reading and laboratory assignments. Students work as lab partners, alternating as *E* and *S* to carry out and write up labs exploring control of skin temperature, muscle tension, and EEG alpha. The course uses specialized biofeedback equipment and requires one laboratory assistant. Enrollment is limited to 24. The course is offered yearly in the regular curriculum.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

One course in psychology

Number of students who participate in innovation per year: 20
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $3000

Approximate amount needed each year to support ongoing project = $50

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2350 FTE

Characteristics of Institution—

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Steve Suter**
Title: **Associate Professor**
Department: **Psychology**
Institution: **California State College**
Address: **9001 Stockdale Highway**
Bakersfield, DA 93309

Telephone: (Area Code) 805 Number: 833-2373 Extension:

SELF-PACED COURSE IN THE PSYCHOLOGY OF LEARNING

LEARNING

This upper division, laboratory-based course emphasizes principles and applications of theories/models of learning. It has been taught with frequent revisions in a modified self-paced format for three years. Each of the present seven ordered units presents a content area (e.g., punishment; discrimination and generalization) and has three parts:

(1) The "Basic Reading" is a condensed, 10-15 page presentation of the area with about 25 "Study Questions." Oral testing on 10 randomly-selected Study Questions is conducted by a student tester, using probes and discussion of points not mastered.

(2) The student reads one from among 5 or 6 journal artical "Special Topics" offered for each unit and presents a summary of the article orally to the tester. This material compliments the text-style "Basic Readings."

(3) There is a 4-session rat lab exercise conducted for each unit to illustrate in practice the phenomena being dealt with in the unit.

A written final exam is based upon a randomly-selected set of the study questions. Letter grades are determined by the unit Study Question exams, the Special Topic presentations, and the final exam.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Statistics, Research methods

Number of students who participate in innovation per year: 48
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 10
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 2350 FTE

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Steve Suter**
Title: **Associate Professor**
Department: **Psychology**
Institution: **California State College**
Address: **9001 Stockdale Highway**
Bakersfield, CA 93309

Telephone: (Area Code) 805 Number: 833-2373 Extension:

General Psychology: Experimental psychology and psychological statistics

The course is designed to enhance appreciation of research methods in psychology by tying together statistical and methodological approaches to experimental design. By pointing out the interdependencies of the two approaches, it is hoped that both courses, psychological statistics and experimental psychology, become more meaningful. In particular, the course is designed to tie statistical concepts to questions about human behavior, emphasizing the relevance of statistics to psychology. The course is presently set up to be taken in a single semester, and carries 10 units (10 hrs/wk). Six hours per week are devoted to lecture and discussion - the proportion of each varies with the particular composition of the class in a given semester. Two hours per week are devoted to original student research projects. Students are required to design individual experiments; present the proposed designs orally to the class; submit a formal research proposal; collect and analyze data; and submit a final research report. Textbooks include a standard statistics text, and three short texts concerning scientific method and psychological research design.

The course is presently offered by a single faculty member. The class size is limited to 25 students. One graudate student provides assistance with the statistics lab. Evaluation has been informal. During the first semester the course was offered, students were asked (about halfway through the semester) to provide written evaluations of the concept of the integrated course. Response was enthusiastically favorable, although no attempt was made to quantify the responses. Since that time, evaluation has been limited to routine end-of-semester teacher evaluations. To the extent that responses to the course can be separated from evaluation of the teacher, it appears that students continue to respond favorably to the program of blocking statistics and experimental psychology into a single course.

Equipment used for the course includes 20 electronic calculators, available at least two hours per week; a large capacity, dual computing system (interactive time sharing and batch processing) for which a comprehensive library of statistical programs is available; and an extensive array of tests and laboratory devices typically used in undergraduate experiments. In addition, the department provides access to a subject pool composed of students enrolled in lower division psychology course. While all of these amenities are highly desirable in the conduct of the course, they are probably not necessary to the concept of integrating the two courses. That is, any institution which offers the two coursesseparately would require no additional equipment to offer them in combination.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☑ Juniors **(primarily)**
☑ Seniors

☑ Psychology Majors
☑ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Lower division course in beginning statistics

Number of students who participate in innovation per year: 25-30
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☑ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 47
Number of senior majors in the department: 600 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: approx. 25,000

Characteristics of Institution

☐ Public-City
☑ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☑ Coed
☐ Community or Junior College

☑ Undergraduate level program
☑ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☑ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Barbara Tabachnick, Ph.D**
Title: **Asst. Professor**
Department: **Psychology**
Institution: **California State University**
Address: **Northridge, CA 91324**

Telephone: (Area Code) 213 Number: 885-3429 Extension:
885-2827 (Psych. office)

USING COMPUTER SIMULATED EXPERIMENTS WITH THE LOUISVILLE EXPERIMENT SIMULATION SYSTEM (LESS) FOR TEACHING UNDERGRADUATES RESEARCH METHODOLOGY

All Fields

In the fall of 1971, the required undergraduate course in experimental psychology which emphasized only the theory of research was replaced with a course that emphasizes practice as well. The student selects the variables he wishes to investigate and the specific levels of these variables; the computer model calculates the results, presenting the data as if the specified experiment had just been run. The data produced by the computer contains random error, as would be the case if a "real" experiment had been conducted; thus, the results of an experiment run on the computer vary, even if the same experiment is replicated. Along with this output, the programs give an "experimental cost" based on the parameter values chosen. The student then may ask for summary statistics and the error of this run as compared to the preceding run, to aid in analysis. By combining the simulations with live experiments, where the emphasis is on the techniques necessary for running the experiments and collecting the data, a complete balanced coverage is provided for the entire range of research training. This technique has been used successfully in about 30 sections (20 students each) of the experimental psychology courses. The approach improves instruction in at least four ways: (1) computer models simulate different experimental situations or other situations without the need of expensive equipment and without consumption of valuable time in the class or laboratory. (2) They enhance the student's understanding of the content of the course by permitting him to conduct many experiments in different areas covered by the subject matter of the course. (3) They teach the student to use good scientific research strategy by putting him in a situation where he must formulate hypotheses in order to obtain meaningful results and where he must examine results carefully in order to draw meaningful conclusions. (4) Finally, they increase motivation by involving the student in an active learning process in which he interacts with the computer model in order to understand the phenomena under study.

Detailed instructions for nonprogrammers on how to design a model and add it to LESS are given in the Author's Guide to LESS and in the manual for the users of LESS; instructions are also provided for the other mode of building models with the system - that in which the author is a programmer who desires to write his own program to generate data. The system handles a nubmer of different types of variables including parameter variables (e.g. sample size), discrete variables, continuous variables, hidden variables (for the student to discover), and dependent variables. The system, as distributed, already contains six models. Four of these were developed at the University of Louisville and pertain to schizophrenia and imprinting. The Student Guide to Less (publ. by Xerox Individualized Publishing) is designed specifically for using these 6 models in a course and is made available by the Campus Store at the U. of Louisville. An Instructor's Guide to LESS accompanies the student guide and is duplicated, as needed, within the department. The system is available in BASIC and FORTRAN.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors
☒ Psychology Majors
☒ Non-Majors
☒ Honors Students
☒ Other (specify): **Graduate Students**

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 27,520

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. John B. Thurmond (in Cooperation with Arthur O. Cromer)**
Title: **Professor**
Department: **Psychology**
Institution: **University of Louisville**
Address: **Life Sciences Bldg.**
Louisville, KY 40202

Telephone: (Area Code) 502 Number: 636-6107 Extension:

MINICOMPUTER LABORATORY FOR EXPERIMENTAL PSYCHOLOGY

Learning and Physiological Psychology

A digital-computer-based laboratory is being assembled for use in the Conditioning and Learning, Physiological Psychology, and Artificial Intelligence laboratory courses, and in independent projects by advanced undergraduates. The laboratory presently includes a minicomputer with 8k memory (PDP-8/e, D.E.C., Maynard, Massachusetts), 36 bits of relay-compatible digital inputs and outputs (State Systems, Inc., Kalamazoo, Mich.), one analog input and four analog output channels. A removable diskette system (Xebec, Inc., Sunnyvale, CA.) with two drives serves program editing, storage and retrieval.

Current student projects involving a total of 6 students include experiments in visual information processing using computer-generated displays, averaging visual evoked potentials in rats, multiple schedule performance in rats, and heart-rate conditioning. Over the next two years the main objective is to develop a laboratory in which these and similar student projects may be conducted with maximum attention directed at the conceptual basis of the experiment, while minimizing the distraction of equipment constraints. Thus, a dialect of FOCAL (D.E.C.) is under development for student experiment control with minimum programming sophistication; and other currently available, flexible programming systems (D.E.C.'s OS/8; and SKED for the control of behavioral experiments) are used when possible. In addition, some programming is done by paid laboratory assistants, freeing students to concentrate on the design and execution of their projects.

The laboratory is supported jointly by Hamilton College and by a grant to the College from the Instructional Scientific Equipment Program of the National Science Foundation. Equipment cost of the system is about $14,000.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☒ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 6-15
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 14,000

Approximate amount needed each year to support ongoing project = $ 1,000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 12 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 900

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☒ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Jonathan Vaughan**
Title: **Asst. Professor**
Department: **Psychology**
Institution: **Hamilton College**
Address: **Clinton, NY 13323**

Telephone: (Area Code) 315 Number: 859-4225 Extension:

USE OF TAPED LECTURES AND AN OPEN LAB AS A METHOD FOR TEACHING QUANTITATIVE METHODS IN PSYCHOLOGY

Quantitative Methods (Introductory Psychological Statistics)

Lectures were presented on closed circuit TV. A special textbook was used which was directly integrated with the taped lectures. Graduate assistants reviewed the tapes, graded assignments, and provided special tutoring when necessary. An "open" lab equipped with batteries of miniature TV screens and electronic calculators provided aid in completing home work assignments and reviewing class lectures. This procedure frees professorial time which would otherwise be spent servicing twelve classes during the year with a total enrollment of about 300 students. (Note: this approach was first presented at the APA meeting in Miami.)

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology course

Number of students who participate in innovation per year: 300
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 3000
Approximate amount needed each year to support ongoing project = $ 0; but graduate assistants are needed

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Informal checks with students who went on to other universities for graduate work to determine how well prepared they were in statistics

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	Edwin E. Wagner, Ph.D
Title:	Professor
Department:	Psychology
Institution:	University of Akron
Address:	Akron, Ohio 44325

Telephone: (Area Code) 216 Number: 375-7281 Extension:

THE USE OF RESEARCH TUTORIAL STRATEGIES TO DEVELOP RESEARCH SKILLS, AS MEASURED BY TWO COMPLETED RESEARCH PROJECTS EACH YEAR, WITH DOCTORAL STUDENTS IN PSYCHOLOGY

Tutorial sessions are organized behaviorally, i.e. each tutorial session has a behavioral objective, via a new contract agreed upon for the coming week. Dates for each step of the research process are met in the form of a "contract."

Students are reinforced for increased independence of conception and work. The most important reinforcement is that one of the two completed projects is very likely to become an acceptable dissertation proprosal.

The tutorial form of instruction is designed to be a deliberate and systematic shaping of acceptable research behaviors.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): grad students in psychology

Prerequisites for students who participate in innovation:

they must be in a doctoral program requiring research skills

Number of students who participate in innovation per year: 8-12
How long has the innovation been in effect? 8 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Quality of research reports and dissertations over the years; number accepted for publication

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 17 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 5000+

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional and research

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Mary Alice White
Title: Professor and Director, Program in Educational Psychology: Schooling
Department: Psychology
Institution: Box 227
Address: Teacher's College, Columbia University New York, N.Y. 10027

Telephone: (Area Code) 212 Number: 678-3830
3831
3832
Extension:

COMPETENCY BASED INSTRUCTION IN RESEARCH

Research Methodology

Research Methodology is a course designed to teach the basic principles of research to undergraduate psychology students and to graduate students from other disciplines who are relatively unsophisticated in research.

The course is largely self-instructional in nature. The learning activities and the student's performance activities are coordinated by a detailed student manual which guides the student through the course. In addition some 80 to 100 pages of additional instructional material giving a capsule view of the steps in the research process is provided for the student. Students work at their own pace and tutorial assistance is available whenever needed.

The students demonstrate competency at each step of the research process by doing that step. Thus they are asked to develop a problem, generate a hypothesis, do a literature search and summarize the literature relative to the problem, develop a workable research design, discover or design appropriate apparatus or questionnaires, describe the procedure, do the research, analyze the data, draw conclusions and write a final report.

Progress is evaluated at each step. Mastery is required for successful completion of the step. Grades are not given. Proof of completion of the course is registered on the students' transcript with the competencies obtained.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 140
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $100

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 60 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☒ Community xxxxxxxxxxxx oriented

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☒ Other (Specify): six 8-week sessions

INNOVATOR DATA

Name: Addison Woodward
Title: University Professor
Department: College of Human learning and Development
Institution: Governor's State University
Address: Park Forest South, Illinois 60466

Telephone: (Area Code) 315 Number: 534-5000 Extension: 2393

HIGHLY STRUCTURED LECTURES, UNDERGRADUATE TEACHING AIDES, "WEEK BEFORE" ESSAY QUESTIONS, AND EXTENDED TESTING TIME AS MEANS TO TEACHING EXPERIMENTAL PSYCHOLOGY

Introduction to Experimental Psychology

A content-oriented course intended to survey some of the problems studied by experimental psychologists. Course topics include: Characteristics of the scientific method, methodological considerations in conducting behavioral research, a survey of several continuing issues which research confronts, contemporary uses of psychophysical methods, an overview of classical and operant conditioning,a thorough survey of the experimental approaches used to study human verbal learning and retention, plus a discussion of research related to concept formation and language learning. The aim of the course is to acquaint students with the rationale behind the explicit rules for objective description which experimental work demands.

One innovative aspect of this course includes: (a) highly-structured lectures designed such that an experimental question is posed and the relevant methodology and research findings are reviewed, (b) the lectures are structured such that key concepts are clearly stated and repeated with several examples always offered, and (c) a "post-lecture" review session is conducted each week by an advanced undergraduate who has previously demonstrated excellent mastery of the course material. The course is structured in such a way that there are three hours of lecture each week. The course lasts for 12 weeks and it is limited to 24 students. Reading materials are minimized with the dispensement of information through lectures emphasized. Every 3 weeks, students must take an essay examination to demonstrate mastery of the material.

The aim of the course is to make students articulate answers to experimental problems. To achieve this end, students are given the essay questions one week before the actual testing takes place. The 5 essay questions are each about a paragraph long and each question states explicitly the items or concepts for which the student is responsible. Students are told to approach answering the questions as if they had to teach someone the material. In addition, students are told that they can work out answers in groups if they so choose. These "week-before" essay questions generate student responses which reflect that many hours of studying are promoted.

The testing procedure is also somewhat innovative. Students are required to sign up for a three-hour time period to take the exam. During this extended test period, students write out their essay answers. Most students take the full time to write; few finish early. The above course is rated very highly on course evaluations and students regularly state that the greater than normal amount of work required was worth it given the learning they felt resulted (evidence shows retention improved). Grades in the course generally fall into these ranges: 50% A's, 30% B's, 15% C's, and 5% F's or NC. If there is a drawback to the above procedures, it is that the instructor must do a helluva lot of work.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors
☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory Psychology prior to enrollement in course.

Number of students who participate in innovation per year: 48

How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 4

Number of senior majors in the department: 35 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 650

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Dr. Robert Allan Youth**
Title:	**Assistant Professor of Psychology**
Department:	**Department of Psychology**
Institution:	**Mary Baldwin College**
Address:	**Staunton, Virginia 24401**

Telephone: (Area Code) 703 Number: 885-0811 Extension: 306

A CONTEMPORARY THEORIES COURSE USING CONTEMPORARY THEORISTS

Systems and theories in Psychology

The problem of making a survey course in contemporary theories contemporary and up to date can be approached in many ways including reading assignments in the current journal literature, presentation of current research findings by guest lecturers who are involved in differing research areas and student presentations where the student is asked to assume the theoretical position of a particular theoriest (a kind of role playing). Although I have used all these procedures at one time or another, I think the materials I am currently using offer several advantages.

During the Winter term 1974-74, I implemented a procedure which I feel brings the contemporary theorist closer to the student than any method except perhaps personal appearances by 10 or 12 leading psychologists. This procedure involves the use of video-tape presentations. Some of these tapes were obtained directly from our local PBS station through an agreement to supply educational material to all schools in our area. From this source we have obtained the use of such diverse materials as the "First Signs of Washoe", the Nova series program on sleep, and an interview with B. F. Skinner on the PBS program "Day at Night". The core of the tapes, however, consisted of a series of half-hour interviews which included discussions with Philip Zimbardo (Stanford prison experiment), Burton White(child psychology), Albert Bandura (social learning theory), R. Rosenthal (experimenter effects), R. Brown (language acquisition), and Jerome Kagan (cross-cultural research).

The course was run with a seminar format with a lecture either by the instructor and/or a student and/or a video-tape providing the background for discussion. A text book provided the necessary integration with other theoretical positions. Discussions focused on themes or prescriptions which characterize different theories in psychology.

Students seemed pleased with the use of the tapes and expressed satisfaction with being able to actually see and hear a famous psychologist describe his work. It seemed to make the theories more real and alive to them. Video-tape has the advantage of being more flexible than film since the material is more easily repeated or stopped for discussion and comments. And at least for a small school with few audio-visual facilities, the cost (after the initial investment in playback equipment) is much smaller than for the acquisition of new film materials. It also tends to be more up to date and current because of the lead time required in film production. Further, locally produced material is more easily integrated into the presentation. For example, the sleep tape has some footage of a local sleep experiment added to it which again gives the students a feeling of seeing up to date, current, contemporary, ideas and research.

Note: The tapes were prepared by Dr. Paul D. Peterson, formerly of Whitman College, Walla Walla, Washington, with funds provided by a Ford Foundation grant.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

GENERAL PSYCHOLOGY

Number of students who participate in innovation per year: 15
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $100 for tapes

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: 50 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1800

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: D.E. ANDERSON
Title: Assistant Professor
Department: Psychology
Institution: Allegheny College
Address: Meadville, PA 16335

Telephone: (Area Code) 814 Number: 724-5361 Extension:

RESEARCH ORIENTATION IN AN UNDERGRADUATE HISTORY AND SYSTEMS OF PSYCHOLOGY COURSE

History and Systems of Psychology

The basic premise on which the course is founded is that the history of psychology is a viable area for research rather than dead subject matter one can glean from a textbook. Major goals of the course are: (1) make undergraduates aware of the numerous published and unpublished sources of historical material in psychology and (2) involve the students in research projects.

The course is required for psychology majors and usually is taken in the senior year. Coverage focuses on the history of modern psychology (beginning in mid 1800's) through major contemporary systems. At the beginning of the course, students are given approximately 50 pages of handouts of bibliographic materials for history of psychology research. A lecture over the material in the handouts stresses the kinds of information that are available and where the information can be found. Usually this lecture is supplemented with a tour of the university library, focusing on history of psychology sources. Students are also given a library exercise which requires them to identify the published answers to twenty questions such as: Where can you find bibliographies of J.P. Guilford's publications?, Why did Titchener form the Society of Experimental Psychologists?, Locate a history of projective testing, etc. The questions are selected to cover a variety of sources including books and directories, with major emphasis on journals. Unpublished sources such as university and state archival materials are also stressed.

Early in the semester, individual research projects are assigned, usually in the general area of the student's interest. Topics are selected which can be adequately researched using the library and archival sources of the community, for example: the history of psychology curriculum development in area colleges and universities, accumulation of biographic and bibliographic information on prominent psychologists whose origins were in Nebraska, or topics with broader scope such as the history of illusions in perceptual theory. These are semester projects which require a written report of the research as well as a brief oral report.

The research skills taught in this course are rare at the undergraduate level and unfortunately are not prominent in the graduate education of psychology students. Most advanced students could systematically locate with ease the last thirty studies dealing with effects of delayed reward on resistance to extinction. Yet if you ask them to locate information on G.S. Hall, M.F. Washburn, or Albert Bandura, etc., they are lost. The course described here attempts to fill that void. Student evaluations of the research emphasis of the course have been extremely positive. Most concur at the conclusion of the semester that their view of "history" as an established interpretation of the past was largely inaccurate.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Minimum of 12 semester hours in psychology

Number of students who participate in innovation per year: 15-20
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 4
Number of senior majors in the department: 15-20 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1100

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Ludy T. Benjamin, Jr.**
Title: **Assistant Professor and Head**
Department: **Department of Psychology**
Institution: **Nebraska Wesleyan University**
Address: **Lincoln, Nebraska 68504**

Telephone: (Area Code) 402 Number: 466-2371 Extension: 231

PAPER-TUTORIAL IN CONJUNCTION WITH STANDARD LECTURE FORMAT IN A HISTORY OF PSYCHOLOGY COURSE

History of Psychology

The objective of this procedure is to offer students an opportunity not only to write a well thought-out paper but also to meet with the instructor in a one-to-one tutorial in which the student is required to expand, elaborate, question, and think about what had been written. These sessions are integrated within a course format entailing a set of 25 or so 50-minute lectures following some outline of the history of psychology (this writer uses his own book, A History of Psychology in Outline (Delta, 1967) for this purpose). Early in the term the students are told that each of them is responsible for a paper on any one of several diverse topics suggested by the instructor. The choice of topics is such that the student may select something of interest to him -- the instructor aids in any way he can to get the student started (e.g., provides key references, makes his own library available, etc.). The papers are turned in at least by the eighth week of the quarter, giving the instructor time to go over each paper with care. The final two weeks of the term are free of scheduled classes, at which time the instructor meets with individual students to discuss the papers. An attempt is made to provide an atmosphere conducive to discussion; one which engages the student and instructor in critical dialogue, using the paper as a springboard for an exchange of ideas. This is often the first time that many of the students at Miami (and I suspect other large state universities) have a chance to "defend" a paper once it had been written. It also allows them ample opportunity to receive explicit feedback from the instructor. This instructor has used a procedure similar to the one described above with as many as 60 students in the class, compromising somewhat on the one-to-one tutorial by meeting with small groups (three to five) writing on a common topic. The grade in the course is based on a combined performance of an essay midterm, an objective-essay final, and the paper-tutorial (about 50/50% for exams and paper-tutorial).

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors (usually)
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Have had some courses in general psychology and philosophy

Number of students who participate in innovation per year: about 40
How long has the innovation been in effect? 7-8 years

Approximate amount of initial funding necessary to develop and try the innovation = $---

Approximate amount needed each year to support ongoing project = $---

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Faculty response

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 19
Number of senior majors in the department: 40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 14,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

though will be changing to "early" semester

INNOVATOR DATA

Name: Patrick Capretta
Title: Professor of Psychology
Department: Psychology
Institution: Maimi University
Address: Oxford, Ohio 45056

Telephone: (Area Code) 513 Number: 529-3116 Extension:

UNDERGRADUATE SEMINAR IN PSYCHOLOGY HISTORY

Psychology and History

The objective of this interdisciplinary course is to focus on those aspects of the human condition which can be highlighted by a psychological perspective on historical phenomena and by a comparative study of changes in psychological concepts and human relationships from one epoch to another.

The course is divided into two halves, the first adopting a level of analysis that looks from the individual personality outwards to society and the second from from societal influences in towards the individual.

The readings discussed in class are evenly divided between psychologists interested in applying their skills to a historical setting and historians looking to psychology for a more complete understanding of why certain processes occurred in the way they did. Thus the same data may be dealt with in different but mutually enriching ways.

The course has about twenty students and is taught with the aid of guest historians in a guided discussion format with occasional lectures on specialized topics.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

Intoduction to Psychology. Interest in History.

Number of students who participate in innovation per year: 20
How long has the innovation been in effect? .5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☐ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 3000

Characteristics of Institution

- ☐ Public-City
- ☐ Public-State
- ☒ Private
- ☒ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☐ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**David Statt**
Title:	**Assoc. Professor**
Department:	**Social Sciences**
Institution:	**Fordham University at Lincoln Center**
Address:	**Columbus Ave. and W 60 St. New York NY 10023**

Telephone: (Area Code)	914 212	Number:	699-2671 956-5600	Extension:

FACULTY GENEALOGIES: A STIMULUS FOR STUDENT INVOLVEMENT IN HISTORY & SYSTEMS

HISTORY & SYSTEMS

As a stimulus for student involvement, the teaching device here described was designed to require students to relate course materials to the professional lives of their professors and themselves. The task was the development of a professional psychological genealogy for the faculty member who was serving as the student's academic adviser. The faculty genealogy was set up as an extra credit project in a required history and systems course comprised primarily of senior psychology majors. To avoid duplication, when two students had the same adviser, one student was assigned to another professor until all faculty members had been assigned. The project required each student to trace his adviser to his own doctoral adviser (i.e. chairman: Master), his adviser's adviser's adviser, his adviser's adviser's adviser's adviser, etc., to the point at which the initial adviser had no formal training in psychology (e.g. William James, M.D., Harvard, 1869). In those few cases where a professor's formal doctoral adviser did not have a significant influence on his thinking, the individual who served as the major influence during his doctoral training was substituted for the adviser. Students received additional course points for each professional generation successfully derived. The first step of the procedure was an interview between the student and his adviser. The student inquired as to his adviser's full name, date of birth, school from which he graduated with the doctorate, the date of that degree, his doctoral adviser, and any information he might have regarding the training and contributions of his adviser. In addition, the student asked the faculty member to outline his own interests, important publications, and other contributions to psychology, in particular as they reflected his graduate training. Each student then contacted his adviser's adviser by mail, and asked the same information of that individual. Upon receiving the reply, he then wrote to his adviser's adviser's adviser with the same questions. Almost everyone contacted was cooperative and enthusiastic about the project. Many respondents contributed interesting anecdotes about their own professors. The mailing process typically continued for a few professional generations until it was possible for the student to anchor his lineage to a known student-Master relationship. This was done through examination of reference books on the history of psychology. Only a few students failed to trace their advisers to the point at which the initial adviser had no formal psychological training. Student responses to the project were positive and enthusiastic.

In subsequent quarters, other students combined the different individual genealogies into a combined departmental genealogy, which is displayed prominently in the Department. This product has proved to be of teaching value in its own right, both for faculty and students.

In those departments with only a few psychologists, or those in which such a project has already been completed, students might be encouraged to construct a psychological genealogy for a psychologist whose writings they particularly enjoyed, etc.. Eventually it would be very interesting to combine various individual and departmental genealogies into a more extensive product, giving the genealogies of all contributing psychologists, past and present. Such material would be invaluable in the teaching of the history and systems of psychology.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **Should be advanced students in a History & Systems course.**

Number of students who participate in innovation per year: open
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ minimal mailing cost

Approximate amount needed each year to support ongoing project = $ minimal mailing cost

Evaluation done on innovation: **Not directly**

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 25
Number of senior majors in the department: 80 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 16,500

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Richard G. Weigel & James W. Gottfurcht
Title: Weigel: Assoc. Prof. Gottfurcht: graduate student
Department: Psychology
Institution: Colorado State University
Address: Fort Collins, Colorado 80521

Telephone: (Area Code) 303 Number: 491-5121 Extension:

DEVELOPMENT OF A CONTRACT-BASED GRADING SYSTEM AND EXPERIENTIAL LEARNING IN AN INTRODUCTORY COURSE IN ORGANIZATIONAL PSYCHOLOGY

Social and organizational psychology

Two sections of a large introductory course on Organizational Behavior were provided with the option of participatively developing a contract-based grading system. The development of the system was simueltaneously used as a process to experience some of the key dimensions of organizational psychology: generation of new alternatives, decision making processes, performance evaluation, reward systems in formal organizations, and distributive justice.

Small task groups developed detailed guidelines for the implementation of the system. Part of these designs were later simulated in the classroom with other participants. The effects and outcomes of these simulations were analyzed and integrated later with relevant theoretical materials.

Questionnaires were used to evaluate the outcomes of the experience in behavioral, attitudinal and skill terms. The overall result of this experience was significantly positive for the students and faculty involved.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☐ Seniors

☐ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Junior standing

Number of students who participate in innovation per year: 90
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 350

Approximate amount needed each year to support ongoing project = $ 350

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 18
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: about 30,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Gunther S. Boroschek
Title: Professor
Department: Graduate School of Business
Institution: University of Wisconsin at Madison
Address: 1155 ObservatoryDrive
Madison, Wisconsin 53706

Current Address

College of Professional Studies
U. of Massachusetts, Boston
Harbor Campus
Boston, MA 02125

Telephone: (Area Code) Number: Extension:

PARTICIPATION EXERCISES IN A COURSE IN THE PSYCHOLOGY OF PERSONALITY

Psychology of Personality

Through the use of a series of participative exercises in a course in the psychology of personality taught by one instructor, students are given an opportunity to gain "hands-on" knowledge of various aspects of the subject.

Working in buzz groups, students are assigned a specific project which, upon completion, is then discussed and evaluated by the class as a whole.

Initially, the groups are required to construct a personality inventory from items generated by themselves in the form of simple declarative sentences. When the inventory is assembled, each group considers how its device can be put to use.

Subsequently, an adjective check list is constructed from material generated in the group by brainstorming or by consulting a dictionary and a thesaurus. The use of the check list as a research, diagnostic, or selection instrument is then explored.

Similarly, type categories are generated and assembled into typologies, and rudimentary projective devices modeled after the Rorschach and the TAT are constructed and evaluated.

Daily personal activity schedules are also compiled and analyzed in accordance with the principles of Freudian, Skinnerian, and drive-reduction theory.

A Rogerian Q-sort of a number of self-referant statements is completed by a member of each group and submitted anonymously to another group for analysis and evaluation; and Role Construct Repertory matrices are prepared and exchanged anenymously for assessment.

As an individual end-term project, each student prepares a personality description of himself as he sees himself; a description of himself as he believes he is perceived by others; a description of himself as he would like to be ideally; and a description secured from others of how he is perceived by them. The student compares and contrasts these varying views of himself, noting similarities, attempting to account for differences, and organizing the whole, as best he can, into an integrated portrait of himself. He then indicates his reaction to this self-portrait.

Student reactions expressed informally at the close of the semester indicate that this approach is regarded as stimulating and informative.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☑ Sophomores
☐ Juniors
☐ Seniors

☑ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 80
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $none

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☑ Other (specify): **Informal interview of students.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 33
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 9,000

Characteristics of Institution

☑ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☑ Coed
☑ Community or Junior College

☑ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☑ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☑ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. Myron Brender**
Title: **Assistant Professor**
Department: **Behavioral Sciences**
Institution: **Kingsborough Community College, CUNY**
Address: **2001 Oriental Boulevard, Brooklyn, N.Y. 11235**

Telephone: (Area Code) 212 Number: 769-9200 Extension: 380

INTERGENERATIONAL COMMUNICATIONS WORKSHOP

Social Psychology, Group Dynamics, Human Development

The Intergenerational Communications Workshop is a multi-faceted experiment which combines didactic and experiential learning. Adult students ranging in age from 20 to 80 and beyond are brought together in an encounter group format in an effort to facilitate understanding and communication across generations as the group explores issues relevant to each significant phase of adult life. Other objectives include: 1. the enhancement of personal growth as participants explore new behaviors within the group that can often be generalized to interactions with significant others in everyday life, and 2. a deeper understanding of group process through membership in the group as well as through exposure to didactic materials.

Membership in the workshop includes students earning undergraduate credit in psychology and "guest students". The former are students who have completed the comprehensive general psychology course and have consent of the instructor. Requirements for these persons include attendance at 10 weekly group sessions, assigned readings, and a term paper or project on an aspect of group dynamics of their own choosing. Each is also asked to keep a weekly journal which serves as a basis for discussion of issues that arise as the group evolves. Guest students include senior citizens and others from the surrounding community who are not enrolled for college credit, but who are looked upon as vital resource persons. Each guest agrees to participate in the 10 weekly sessions, barring illness, etc. Upon completion of the course, a Certificate of Participation is given to these persons.

Though the format of the workshop can be designed to fit a variety of time-tables, that described below was selected as it works well in the framework of the trimester system. Both credit and guest students meet for 10 consecutive 3-hour weekly sessions. The first half hour or so is devoted to discussion of theoretical issues, questions, and process comments on the previous week's session. Attendance is required for credit students. The group is then joined by guests and meets for approximately an hour in a large group. The group then divides into three small age-integrated groups -- one consisting of all members of the workshop and another smaller, more intimate group of approximately 8 persons. The instructor is assisted by two graduate students who act as co-facilitators for the small group.

Most interaction is of a verbal level with encouragement of non-verbal communication as it meets the comfort level of participants. Exercises are introduced in moderation and when considered appropriate.

Credit earning students meet with the instructor and assistants in additional class sessions in which theoretical material is related to the in-group experience.

Evaluation of the workshop experience is made by a comparison of before and after questionnaires. This provides an index of each individual's change in beliefs and perceptions concerning issues of importance to adults in contemporary society as well as a measure of change in personal values, outlooks and goals. Student opinion questionnaires are used to access the value of the workshop, the effectiveness of the instructor and assistants, and to solicit suggestions for modifications.

This has proven to be and continues to be a most exciting and rewarding experience.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☑ Other (specify): **Senior citizens and other adults**

Prerequisites for students who participate in innovation:
Students earning undergraduate credit-General Psychology and Consent of Instructor
Grest Students - Consent of Instructor

Number of students who participate in innovation per year: 72
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ no additional funding
Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☑ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 20
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 10,000

Characteristics of Institution

☐ Public-City
☑ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☑ Women only
☐ Coed
☐ Community or Junior College

☑ Undergraduate level program
☑ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☑ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Anna Marie Buchmann, Ph. D.**
Title: **Associate Prof. of Psych, Assoc. Coord. Institute of Adulthood**
Department: **Psychology**
Institution: **Northeastern Illinois University**
Address: **Bryn Mawr at St. Louis**
Chicago, Ill. 60625

Telephone: (Area Code) 312 Number: 583-4050 Extension: 695

Personality Psychology

Objectives of innovation:
Mastery of material (using Mager's specific objectives) by students enrolled in course.

Method:
(Based on Keller's method) course material divided into 23 small units over which students tested. Mastery of material must be demonstrated on essay exams on each unit before proceeding to next unit. Multiple choice review tests after each five or six units on which 90% mastery must also be demonstrated. Parallel forms of tests used to allow for repeated testing. Students allowed to go at own rate through materials.

Number of students, assistants, and faculty involved:
Each semester c. 200 students enrolled; 25 undergraduate student assistants (who have previously mastered course material) used to proctor students; one faculty member involved.

Equipment: None

Evaluation: Data collected each semester on all aspects of course -- including performance measures, course evaluation, etc.

Specific innovative features:
Pre- and post-testing; review tests; follow-up testing; proctor training; hierarchy of proctor staff; differential proctor job assignments; multiple course evaluations; data flow system of student performance and progress; staggered deadlines.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None

Number of students who participate in innovation per year: 500
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 500

Approximate amount needed each year to support ongoing project = $500

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Internal manipulation of variables.

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 42
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 12,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **James F. Calhoun, Ph.D.**
Title: **Assistant Professor of Psychology**
Department: **Department of Psychology**
Institution: **State University of New York at Stony Brook**
Address: **Stony Brook, New York 11794**

Telephone: (Area Code) 516 Number: 246-7616 Extension:

MATERIALS AND DELIVERY SYSTEM FOR A SELF-PACED PERSONALITY THEORY COURSE

Personality Theory

Study questions and supplementary personality assessment "laboratory" exercises have been developed and tested over four quarters of use for this introductory, upper-division course in Theories of Personality. The study questions and assignments for 11 "modules" are intended for use with Pervin, Personality: Theory, assessment, and research (first edition), and will be revised as needed by September, 1975, to go with the second edition. Special features of the delivery system are (1) use of students who excelled previously in the course as tester/tutors, (2) oral testing, (3) hands-on experience with psychological assessment procedures for all 5 theories covered in the text, and (4) integration of self-paced and traditional delivery systems within a single course section to permit student choice of formats.

The student is given a 16 module handout containing assignments and study questions for the entire course. Although intended as a one-quarter course, students are given automatic privilege to extend their work to a second quarter. Materials for the 5 assessment modules are available at the library reserve desk continuously and are also handed out or actually worked on in class at stated times during the quarter--because the materials are available outside of class, students may work faster or slower than the class schedule and may "cut" all classes if desired.

There is one "organizational problems and lecture" meeting per week, with all other "class time" unscheduled. Oral testing is available 12-20 hours per week, depending upon numbers of students enrolled. One lecture is given for each of the 5 theories covered and one class meeting is set aside for each assessment procedure (for those students who have not yet done it), but students are not required to attend either; lecture content is not tested in exams.

The student appears for oral testing on each module in sequence when (s)he feels ready to be tested. Ten study questions (of the 20-25 distributed for that module) are randomly selected for oral responding. A score of 8, 9, or 10 is passing; less that 8 requires a re-test, with no penalty for failure. Students scoring 8 or 9 may (if they wish) re-test to improve their score. The mean score over 16 modules constitutes 2/3 of the course grade, with 9.5 = A, 8.8 = B, 8.0 = C. A written final exam with 2 questions from each module is used for the remaining 1/3. There is very high student acceptance of oral tests conducted by peers who previously completed the course.

In Winter, 1974, the course was offered with the self-paced and traditional lecture/discussion formats available simultaneously; each student was free to pursue both formats as far into the quarter as desired, finally completing the course through one of the versions. Of 66 students, 19 selected the self-paced and 47 the lecture procedures. However, several from each group attempted the other as well, for the first few weeks, before making a choice.

Copies of syllabi, modules, student evaluation summaries, and other materials/data are available upon request.

INNOVATION DATA

The innovation involves:

- ☐ Freshmen
- ☐ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☐ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

one course in Psychology

Number of students who participate in innovation per year: 50-100

How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 1,000

Approximate amount needed each year to support ongoing project = $ 100

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 10

Number of senior majors in the department: 50 (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 2350 FTE

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☐ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☐ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☐ Teacher Preparatory
- ☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. David Chestney Cohen

Title: Associate Professor

Department: Psychology

Institution: California State College, Bakersfield

Address: 9001 Stockdale Highway
Bakersfield, CA 93309

Telephone: (Area Code) 805 Number: 833-2372 Extension: ---

THE PSYCHOLOGY OF CREATIVITY

Personality Theory

Behavioristic, Factor Analytic, Gestalt, Psychoanalytic, and Neo-Analytic theories are presented in terms of how each of these theories account for the creative process, the creative person, and the creative product. Readings include primary sources by Skinner, Guilford, Wallach, and Kogan, Asch, Wertheimer, Arnheim, Freud, Jung, Kubie, Maslow, and Schachtel.

Syllabus available upon request.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: 80
How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 95
Number of senior majors in the department: - (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 900

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Charlotte L. Doyle
Title: Professor
Department: Sarah Lawrence College
Institution: Bronxville, N.Y. 10708
Address:

Telephone: (Area Code) 914 Number: DE7-0700 Extension:

AN INTERRELATIONAL APPROACH TO THE TEACHING OF SOCIAL PSYCHOLOGY

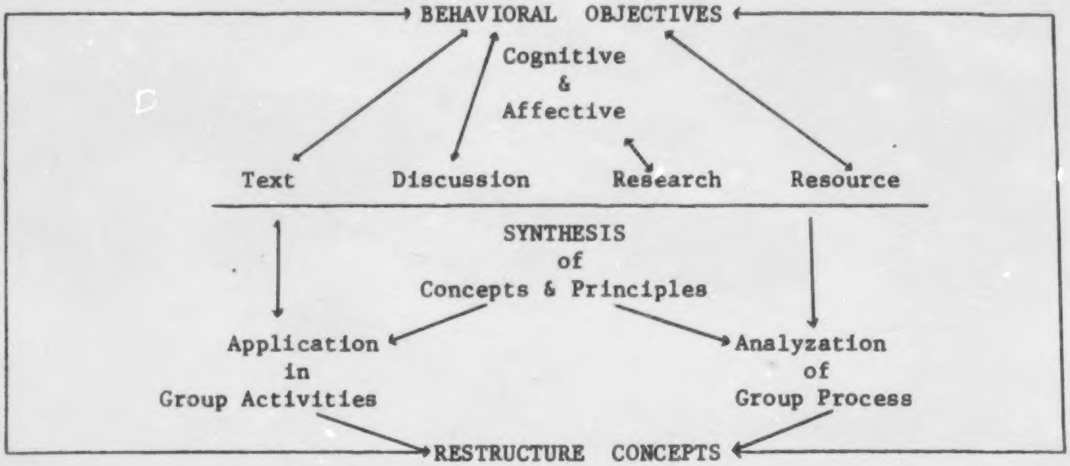
Social Psychology

Authenticity of the individual is sought through interactive dynamics with students of multi-varied backgrounds and capabilities. The classroom is structured as follows: problems are stated, solutions sought, and competencies of students to handle problems are assessed, used, and restructured. The process is meant to provide self-insight, inquiry, consensus, dependence, individuality within the group, and reality-based solving of problems. The means are:

1. Giving and receiving non-evaluative descriptive feedback for each individual within the group.
2. Recognizing, and helping others to recognize, values, attitudes, and ideas as they problem solve.
3. Openness to new values, attitudes, and ideas (as implemented in problem solving).
4. Taking risks with new values, attitudes, and ideals.

The behavioral objectives are incorporated into method as follows:

1. They provide for student interaction between content and process.
2. The classroom is structured to provide flexibility for accomodation of students of differing ability.
3. Opportunities are created for all sorts of communication.


BEHAVIORAL OBJECTIVES
Cognitive & Affective
Text
Discussion
Research
Resource
SYNTHESIS of Concepts & Principles
Application in Group Activities
Analyzation of Group Process
RESTRUCTURE CONCEPTS

Evaluations were in the form of:

1. A paper turned in by the group
2. Evaluations by agencies (schools) where students worked (home)
3. Self- and other evaluations
4. Group evaluations -- comparison of early and later evaluations
5. Testing on material (concepts) of social psychology
6. Grades.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☐ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☒ Other (specify): Community college allows all to enter.

Prerequisites for students who participate in innovation: none

Number of students who participate in innovation per year: 60
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 350
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 20,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify): and summer three weeks

INNOVATOR DATA

Name:	Dr. Bess Fleckman
Title:	Associate Professor
Department:	Psychology
Institution:	Miami Dade Community College
Address:	N.W. 27th Avenue Miami, Fla. 33167

Telephone: (Area Code) 350 Number: 685-4347 Extension:

SIMSOC: SIMULATED SOCIETY

Social Psychology and Social Organization

SIMSOC, a social process game, was developed to make social science material more vivid than has been possible with traditional teaching methods. It is designed to be played without the use of a computer. SIMSOC is a way to actively involve students in processes of large-scale conflict, protest, social control, and social change. SIMSOC creates a situation in which the participant must actively question the nature of social order.

Included in the Participant's Manual are rules for playing, materials needed for play, and questions to guide analysis based on participation in SIMSOC.

Each participant should have a copy of the Participant's Manual, which includes the necessary materials. The instructor should also obtain a copy of SIMSOC: Instructor's Manual, which contains all materials required by the instructor, provides complete directions on how to set-up and run SIMSOC, and suggests how to handle a variety of situations that might arise. One copy of the Instructor's Manual will be needed by the instructor for each SIMSOC of up to 60 participants. The Instructor's Manual may be obtained by instructors who write, using their letterhead, to:

The Free Press
A Div. of the Macmillan Co.
Faculty Service Desk
866 Third Ave., New York, N.Y. 10022

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors
- ☒ Psychology Majors
- ☒ Non-Majors
- ☒ Honors Students
- ☒ Other (specify): Graduate students

Prerequisites for students who participate in innovation:
intellectual curiosity

Number of students who participate in innovation per year: 25,000
How long has the innovation been in effect? 8-10 years

Approximate amount of initial funding necessary to develop and try the innovation = $ .10 (for postage stamp)
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☒ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 24
Number of senior majors in the department: 120 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 35,000

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: William A. Gamson
Title: Professor
Department: Sociology
Institution: University of Michigan
Address: Ann Arbor, Michigan

Telephone: (Area Code) 313 Number: 764-5554 Extension:

INTERDISCIPLINARY COURSE ENTITLED, "EXPLORING PERSONALITY THOUGH LITERATURE"

Personality -- Literature

The objectives of this course are: (1) to present the experiential and humanistic origins of personality theory, and (2) to present illustrations and applications of various personality constructs through the use of literature.

The course is team-taught by a Psychology instructor and an English instructor. The methods of instruction include: lectures, demonstrations, small group discussions, use of resource persons, and the use of value clarification exercises. The class is student-centered, so to a degree the content is determined and modified by student interest. Generally, the areas discussed include: concepts of self, concepts of others, and world view. Twenty-five students are currently enrolled in the course. Each student is required to do a project. For example, one student chose to write a short story based on his view of Behaviorism, several are writing short stories, two students are attempting to understand Van Gogh better by an analysis of his paintings, and one student, who writes songs, has attempted to understand himself better by studying the themes in his music. Since this is the first semester the course has been taught, we have no pool of evaluative comments. From a number of class discussions, however, students indicate that they feel free to express thoughts in class they never have been able to express in other classes. They seem to feel that they have learned a great deal, accurately by giving them any sort of objective test. We have patterned this class after one of the classes which Rogers discusses in his book Freedom to Learn.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors **(English and others)**
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Nine hours of English
Six hours of General Psychology

Number of students who participate in innovation per year: 25
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify):

Open-ended discussion

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 26.5
Number of senior majors in the department: 90 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 7,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**James J. Hart**	**Patricia D. Anderson**
Title:	**Professor**	**Assistant Professor**
Department:	**Psychology**	**Dept. of English**
Institution:	**Madison College**	**Madison College**
Address:	**Harrisonburg, VA 22801**	**Harrisonburg, VA 22801**

Telephone: (Area Code) 703 Number: 433-6369 or 6103 Extension:

SELF-ADMINISTERED PERSONALITY DEVELOPMENT COURSE

Applied Humanistic Psychology

Student uses workbook-text, HUMAN PSYCHOLOGY, EXPERIMENTS IN AWARENESS, by Robert Howard. Published 1972 by Westinghouse Learning Press, Sunnyvale, California. Objectives: Increase students' ability to be psychologically genuine with themselves, helping them to recognize inner feelings and share insights.

Students record, privately, answers to a series of questions and class discussion, further reading, role playing, and selection of media evolve from the students' shared responses.

Content covers the range of psychology of personality, varying according to the interests of students and guidelines of instructor or college.

No equipment of special assistants needed.

One instructor has effectively handled inactive groups as large as 65-70 with this program.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 140/180

How long has the innovation been in effect? 4 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires.
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): each class, each term verbal group evaluations

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 8
Number of senior majors in the department: 100 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4/5000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Robert Howard
Title: Lecturer in Psychology
Department:
Institution: Evening College
Address: University of San Francisco
San Francisco, CA

Telephone: (Area Code) 415 Number: 362-5066 Extension:

DEVELOPMENT AND USE OF A MODIFIED SELF-PACED SYSTEM OF INSTRUCTION IN AN UNDERGRADUATE COURSE IN PERSONALITY

Subject area: Personality

The materials developed for an undergraduate course in personality were designed to facilitate the student's learning of the major points contained in L. Pervin's text, Personality: Theory, Assessment and Research. Pervin's book was divided into twelve units representing chapters (or portions of chapters). For each unit, a list of study questions and a series of four 10-item quizzes were developed. For administrative ease, each unit was designed to be read in a week's time. The study questions were written in order to call to the students' attention basic concepts and terminology. The four equivalent multiple-choice and short answer quizzes were developed to enable the instructor to assess the students' progress. Occasionally a particular question will be repeated on one of the four equivalent quizzes. This is to reinforce students for reviewing earlier quizzes and for seeking to understand the answers to questions they missed.

In teaching a three credit course in personality, I have used these materials in the following manner: for Monday's class, I usually lecture or give a demonstration dealing with that week's unit. At the beginning of class on Wednesday, students ask questions over the reading on that unit. Then a 10-item quiz is given on the material. Answers are provided at the conclusion of the class, so students have immediate feedback. Students who obtain a grade of 90% or higher are excused from class on Friday. Those who obtained less than 90% come to class on Friday and take an equivalent quiz after a review session. Their grade for that week's unit is the grade on quiz #2. Twice during the semester, students take an essay, review examination covering all of the preceeding material. In this way, students are given the chance to integrate large amounts of material. In addition, during the semester ample opportunity is provided for students to take, score, and interpret several personality measures, since a very important reason for many students taking a course in personality is to learn more about themselves.

The materials I have described here will be published by John Wiley and will be distributed to instructors adopting Pervin's 1975 edition. They can be modified to fit the instructor's preferences and needs (e.g., these materials could be used according to Keller's Personalized System of Instruction). Although the method described above seems to emphasize evaluation, I have found that it has led to many desirable consequences in addition to mastery of the material. By the end of the course, most students are no longer dependent upon the study questions, having acquired the skill of recognizing important points as they read. In addition, the study questions not only seem to facilitate the learning process, they also seem to strengthen the rapport between student and teacher as they emphasize a cooperative learning effort.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Introductory psychology

Number of students who participate in innovation per year: 40-75
How long has the innovation been in effect? 3 years

Approximate amount of initial funding necessary to develop and try the innovation = $ none

Approximate amount needed each year to support ongoing project = $ none

Evaluation done on innovation:

☒ Student opinion questionnaires
☒ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 13
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 22,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Hanna Levenson
Title: Associate Professor
Department: Psychology
Institution: Texas A&M University
Address: College Station, Tx. 77801

Telephone: (Area Code) 713 Number: 845-2554 Extension:

UNDERSTANDING PERSONALITY THEORY THROUGH INTEGRATED THEMAS AND THEORIES

Psychology of Personality

The basic objective is to present personality theories so the student can understand their underlying assumptions, the similarities and differences between approaches, the possibility and problems faced by a generalized theory, and the difference between theoretical explanation and description.

The objectives are achieved by organizing the lecture material so as to contrast different approaches, and special efforts are made to emphasize points that go beyond the "memorizing" of material. The course begins by differentiating descriptive knowledge from knowledge which permits statements as to what "must" happen at a given time and place under specified conditions. Theory is distinguished from general assumptions or themas which bias theory, and both are distinguished from the methods or procedures for influencing behavior and making observation. These ideas are then presented in an analysis of the mechanisms governing eating behavior. The section covers nearly all the dimensions found in later theories. The general ideas are then repeated and highlighted in a number of ways. For example, the third and fourth sections, trait theories and psychoanalysis, contrast descriptive and explanatory systems. Description and explanation are also contrasted within the unit on trait theory by comparing factorial descriptions of temperament with models of neural excitation-inhibition balance.

A contrast between a complex, hierarchical mediational theory and a situationally based theory is developed by comparing psychoanalysis to simple learning models used in desensitization therapies.

Finally, a secion on cognitive theory is used to elaborate a model which included and integrates the basic attributes of the earlier models in an operationally testable framework. The cognitive model is then used as the primary tool for the analysis of problems such as attachment, moral development, achievement motivation, sex differences, and identity and self-development, and contrasts are drawn between the cognitive theory and other approaches to these problems.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☐ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: completion of Introductory Psychology and one other course.

Number of students who participate in innovation per year: 600
How long has the innovation been in effect? 8 years

Approximate amount of initial funding necessary to develop and try the innovation = $ None

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 36,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Howard Leventhal
Title: Professor
Department: University of Wisconsin
Institution: Madison, Wisc. 53606
Address:

Telephone: (Area Code) 608 Number: 262-0908 Extension:

USING SELF-ANALYTIC GROUP FOR TEACHING ABOUT INTERPERSONAL RELATIONS

Personality and Social Psychology

This course, entitled Analysis of Interpersonal Behavior, is designed to unite the familiar experiences of life in small groups with the unfamiliar task of understanding and analyzing that experience. Through a coordinated array of group meetings, readings, and written work, the course aims to open up various aspects of the interpersonal relations which usually remain covert and poorly understood; for example: the many forms of leadership, the role of unconscious and collective fantasy, the evolutionary development of a group, and the meaning of the emergent collectivity to the various members. Minimal structure is imposed *a priori*, and the instructor's role is among the elements which is analyzed and altered as the group progresses.

Assessment of outcomes is made by reviewing the changes in the group's discussion of itself, by reviewing students' logs and papers, and by personal interviews with the students. Each term the course enrolls roughly 100 students in the five sections. Student satisfaction, the pressure of applications for each new term, and the results of the evaluations used all point to an effective educational experience for nearly all the students.

INNOVATION DATA

The innovation involves:

- ☒ Freshmen
- ☒ Sophomores
- ☒ Juniors
- ☒ Seniors

- ☒ Psychology Majors
- ☒ Non-Majors
- ☒ Honors Students
- ☐ Other (specify):

Prerequisites for students who participate in innovation:

An introductory course in psychology

Number of students who participate in innovation per year: 200
How long has the innovation been in effect? 8 years

Approximate amount of initial funding necessary to develop and try the innovation = $100 for tapes

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

- ☒ Student opinion questionnaires
- ☐ Measures of student performance in comparison with non-innovation control group(s)
- ☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 57
Number of senior majors in the department: 300 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 37,000

Characteristics of Institution

- ☐ Public-City
- ☒ Public-State
- ☐ Private
- ☐ Urban
- ☐ Non-Urban

- ☐ Men only
- ☐ Women only
- ☒ Coed
- ☐ Community or Junior College

- ☒ Undergraduate level program
- ☒ Post-Baccalaureate Master's
- ☒ Post-Baccalaureate Doctoral

- ☒ Liberal Arts
- ☒ Teacher Preparatory
- ☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☒ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Richard D. Mann
Title: Professor
Department: Psychology
Institution: University of Michigan
Address: Ann Arbor, Michigan

Telephone: (Area Code) Number: Extension:

FACILITATING ORIGINAL EXPERIMENTATION IN SOCIAL PSYCHOLOGY AT A PROFESSIONAL LEVEL OF THEORETICAL AND METHODOLOGICAL SOPHISTICATION BY ADVANCED UNDERGRADUATE STUDENTS

Social Psychology

Contrary to prevailing curricular and text offerings, advanced undergraduate students can acquire the theoretical creativity, experimental sophistication, statistical knowledge, and personal initiative necessary to design, conduct, analyze, and present in written form their own research. For the past five years my Seminar in Advanced Social Psychology has had as its primary requirement the production of one original piece of research of this nature from each participant in the course. Enrollment has consisted predominantly of psychology majors; however, sociology biology, and religion studies majors have also completed the course with success.

The course begins with three weeks of "crash" reading and discussion of current journal articles, books on research methodology (e.g. Webb, Campbell, Schwartz, and Sechrest; Unobtrusive Measures), and a particularly intensive consideration of field experimentation. Commonly employed statistical procedures in social psychology (principally t-tests, chi-square, and correlation analyses) are reviewed, and an intuitive understanding of analysis of variance is presented (so that students will be able to understand and interpret analyses of variance in the research literature even though technically unable to perform the test). The only traditional examination in the course follows this intensive three-week introduction to experimental social psychology.

The remainder of the course is designed around the original experiments, the majority of which tend to be field experimentation off campus. Proposals are presented orally to the Seminar, where each is discussed and criticized by the class members. A formal, written proposal follows one week later. Progress reports occur throughout the semester; the final oral report to the Seminar and final typing of the "publication-ready" manuscript occur during the final two weeks of the semester.

It is unrealistic to expect a first experiment to achieve the level of competence described above. Consequently, approximately five "smaller" experiments (replications, lab exercises, some simple unobtrusive studies) are conducted throughout the semester, while work on the major original experiment progresses at a semester-long pace.

By semester's end the methodological understanding, analytic and critical abilities, and respect for research among the students seem about on a par with those typical of graduate students. Student morale becomes increasingly enthusiastic and contagious throughout the course, and roughly 40-50% of the original research projects could be submitted to any social psychology journal without embarrassment. Finally, the impetus of such a seminar in stimulating research by the professor should not be overlooked as an important secondary benefit. "Publish or Perish" is too often replaced by languish and professionl atrophy at many small colleges where stimulation by colleagues in one's own area of interest is absent.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

1. Introductory Psychology
2. Social Psychology (or permission of the instructor)

Number of students who participate in innovation per year: 7
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 15

Approximate amount needed each year to support ongoing project = $ 15

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): Verbal evaluation with students at end of semester

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 15 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 350

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☒ Women only
☐ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☒ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Ralph J. McKenna
Title: Asst. Professor
Department: Psychology
Institution: Wilson College
Address: Chambersburg, Penna. 17201

Telephone: (Area Code) 717 Number: 264-4141 Extension: 287

A GROUP RESEARCH PROJECT IN EXPERIMENTAL PSYCHOLOGY

Subject Area: Social Psychological Research

Involvement of students in the experimental psychology course at Houghton College has been encouraged through the method of a group research project. Participants in the course include 18 undergraduate majors in psychology. All have taken at least 12 semester units of psychology plus statistics.

All students were asked to contribute to the project by reviewing past research on the subject of the planned research, which is the so-called risky-shift phenomenon. Students were asked to contribute hypotheses and ideas for discussion. Several students were involved in the actual administration of the experiment and analysis of the data. Finally, all students are required to participate in the analysis and final post-mortem of the experiment.

A capable student was chosen to be administrator of the project, while the instructor assumed an advisory role. Students have turned in all article summaries and ideas to the administrator who has been responsible to see that each student contributes a reasonable amount. In group discussion, students selected two independent variables which they wanted to study in their effects on risk-taking. Then they divided into two groups, one to discuss research design and procedures and the other to construct the questions used to measure risk-taking.

The instructor's social psychology class (N = 50) was involved as subjects. Evaluation of the project will depend on feedback from social psychology students as well as from experimental students. Preliminary evaluation from private conferences as well as from group discussion has revealed a fairly high level of motivation and involvement of students. The quality of the research project is much better than could be expected from an individual student.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

12 semester hours in psychology plus one course in Statistics

Number of students who participate in innovation per year: 10 - 20
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **Evaluation at this time is based on informal discussion with the group and individual conferences with participants.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 3
Number of senior majors in the department: 30-40 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1200

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dennis R. Ridley**
Title: **Assistant Professor of Psychology**
Department: **Psychology**
Institution: **Houghton College**
Address: **Houghton NY 14744**

Telephone: (Area Code)	Number:	Extension:
716	567-2211	219

STRUCTURING A PERSONALIZED SYSTEM OF INSTRUCTION IN AN INTRODUCTORY SOCIAL PSYCHOLOGY COURSE

SUBJECT AREA: Social Psychology

A variety of teaching techniques has been introduced into this junior level course during the past five years. Currently, Wrightsman's *Social psychology in the Seventies* is the text used. Before describing current practices, summary statements based on five years of experience will be presented:

1. Student characteristics function as a dominant factor in determining the PSI format that can be successfully adopted. Specially, 95% of the students were seniors and juniors and 80% were not majoring in psychology. Their tolerance for "technical" material is less, their emphasis on relevancy and interest is greater, and their willingness to try variations in a standard lecture format is limited.

2. A set of 104 behavioral objectives were developed which emphasized library research skills, reading an original empirical study in its entirity, conducting an independent study, and comprehending a variety of contemporary findings, methods, and theories in social psychology.

These objectives emphasized problem solving and rule application. Five verbs (identify, construct, describe, distinguish, and demonstrate) appeared in 86% of them. This format was abandoned because the students wanted less emphasis on "science" and more placed on a social science approach. The discrete objectives appeared to provide them a perspective of the "trees," but not the "forest." If a textbook were available which was written with behavioral objectives as a focal point, then this format might be more popular.

3. Undergraduates who were recruited as teaching aides were effective in their roles. These aides were former students who earned an 'A' in the course and indicated effective interpersonal skills. A minority were psychology majors. The major problem encountered with using aides was their insufficient numbers. Perspective aides were recruited during the preceding semester they served. Frequently, this necessitated changes in course schedules. It always created uncertainity for the instructor regarding his ability to manage next semester's class with an insufficient number of aides.

4. One study indicated that motivational factors are a major determinant of students' course progress. The findings of a second one indicated that post-course behavior in the form of volunteering to serve on a panel discussion was not affected by the teaching format students in multiple sections of the course received.

5. Operant conditioning techniques involving light panels were used to shape verbal and nonverbal behaviors of students in six-member groups. The goal was to create equivalent participation, maintain them on a social psychological topic, and facilitate social interactions. Although effective and enjoyable, this set of objectives was dropped because of the time requirements placed on the instructor.

6. In a self-paced course, deadlines throughout the course, but especially during the first several weeks, are necessary.

The present format consists of a pyramid point system. "Mastery" points are achieved by taking 16 multiple choice quizzes. These quizzes are scored on scrap-a-way cards which provided immediate feedback regarding performance. Since multiple tests are available for each chapter, students are free to take one any time. The PSI Center is open 45 hours weekly. Although students are encouraged to work at their own pace, a deadline is established for each chapter. The vast majority pace themselves with the instructor. The test items stress basic ideas, integrate material from several chapters, and are based on a discrimination index of at least .27. Students have the option of using a grading system based on accumlative points for all quizzed or a pass-fail criterion for each quiz. Students' course evaluations strongly support the use of this system.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: Motivation to learn

Number of students who participate in innovation per year: 220
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 700

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):
Values and behavior, test performance, post course behavior

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 21
Number of senior majors in the department: 400 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 18,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. William C. Scott
Title: Assistant Professor
Department: Psychology
Institution: Oklahoma State University
Address: 119 S. Murray Hall
Stillwater, Oklahoma 74074

Telephone: (Area Code) 405 Number: 372-6211 Extension: 6184

USE OF NOVELS IN THE TEACHING OF PERSONALITY THEORY

Personality Theory

In teaching personality theory, the use of certain novels whose central character exemplifies a particular theoretical approach, adds a dimension to the discussion of such theory. For non-majors, instead of having the students read straight theory, the isntructor can explain the basic theory in class, and assign the reading of a particular novel, so that all students are familiar with a character whose personality illustrates the theory. For psychology majors, the novel can be assigned in addition to the readings in theory.

In each of 4 broad theoretical frames of reference one or more novels may be assigned. In the analytical perspective, for example, Phillip Roth's Portnoy's Complaint serves quite well. In the behavioral area B.F. Skinner's Walden Two is is an excellent illustration of the theory. In the existential perspective Albert Camus' Plague or Ken Kesey's One Flew Over the Cuckoos Nest, both provide ample material for discussion. In the paradoxical or Eastern conceptions of personality, the mysticism of Herman Hesse's Stepenwolf can serve to help students gain insight into both Eastern theory as well as relating to Carl Jung's conceptions. Carlos Castenada's Separate Reality or Journey to Ixtlan can also serve well in this regard.

In all cases, the common acquaintance with the material in the novels serves to spark discussions and class dialogue. In addition to the novels, some complementary expository materials may also be assigned in each area. In the analytical framework, Irving Stone's Passions of the Mind, or Freud's Introductory Lectures can be used. In the behavioral perspective, Skinner's Beyond Freedom and Dignity or Science and Human Behavior makes for interesting class discussions. In the existential tradition Victor Frankl's Man's Search for Meaning, Rollo May's Innocent Murderers or Eric Fromm's Art of Loving are all good supplements. In the paradoxical area Allan Watt's The Book or Robert Powells' Zen and Reality, help make the Eastern notions understandable to the undergraduate.

In the past 5 years, student response has been overwhelmingly positive. Most undergraduates seem to find the reading of novels much more palatable than reading straight theory, and have stated on their evaluations, that being able to see the theory applied to specific personalities, has greatly increased their understanding.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

General Psychology

Number of students who participate in innovation per year: 100-200
How long has the innovation been in effect? 5 years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 7
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 4000 full time, 4000 part time

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☒ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter [illegible]imester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Lawrence D. Spiegel
Title: Assistant Professor
Department: Psychology
Institution: County College of Morris
Address: Dover, N.J. 07801

Telephone: (Area Code) Number: Extension:

INSTITUTIONAL DEPERSONALIZATION (MENTAL HOSPITAL AND PRISON)

Personality Psychology

The objectives of this course are: (1) to allow each student individual flexibility in developing an intrinsic motivation in reading and selection of reading material (2) to help each student become aware of dehumanizing feelings which come from institutional factors (3) to motivate each student to consider humanizing changes in institutions.

The course was divided into two main study units (the mental hospital and the prison), each taking about 1/2 of the term. The initial session centered upon depersonalization in general. A film and a book were used. Five sessions of the term were then devoted to the mental hospital and its sub-systems. The topics discussed included care of the mentally ill throughout history, methods of therapy, community support systems, and preventive measures for reducing mental illness. The remaining five weeks were devoted to the prison and its sub-systems. Topics for discussion included prison architecture and design, the effectiveness versus ineffectiveness of punishment, and the validity of imprisonment from the perspectives both of law enforcers and those who are incarcerated. To complement the discussions, a deputy sheriff and a man on parole were invited as guest speakers. Toward the conclusion of each main study unit, the students and professor traveled to specific institutions. For the mental hospital unit, two and one-half days were spent at a mental hospital where students were assigned to various units. For the prison unit, students toured a prison, visited with a judge and probation officer, and were arrested on fictitious charges and placed in jail overnight.

There were 12 students and 1 faculty member involved in this course.

One outcome was an average of 3.4 unassigned books read per student. A second outcome was the depersonalizing feelings that occured. The most common feeling expressed was anxiety. A final outcome showed all but one student felt changes were needed in the mental hospital and prison systems.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

None, though it is helpful to have had one or more psych. courses. Interest in self-motivated reading and self-maturing attitudes.

Number of students who participate in innovation per year: 12

How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☒ Other (specify): **an annotated bibliography showed how much additional reading was done over the required and in which areas. A journal was also kept by each student.**

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year

Number of full-time-equivalent faculty: 2 1/2

Number of senior majors in the department: ______ (if applicable)

Size of Institution

Total student enrollment in 1974-75 academic year: 825

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Edwin S. Stefan**
Title: **Assoc, Professor**
Department: **Psychology**
Institution: **Findlay College**
Address: **Findlay, OH 45840**

Telephone: (Area Code) 419 Number: 422-8313 Extension: 283

NEWSLETTER FOR SOCIAL PSYCHOLOGY INSTRUCTORS

Social Psychology

We have formed an organization titled the Society for the Advancement of Social Psychology, which distributes a free newsletter bi-monthly. One of the purposes of the newsletter is to aid instructors in their teaching. It gives lists of places to write for free materials, such as newsletters, manuscripts, course and lecture outlines; also materials that cost, such as journal subscriptions, and psychology society memberships. It lists conferences and conventions, and has articles on exchange programs; it also asks for reader assistance in compiling bibliographies.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **Communication between social psych instructors**

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 32
Number of senior majors in the department: 100 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 1900

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☒ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Dr. L.S. Wrightsman**
Title: **Professor of Psychology**
Department: **Psychology**
Institution: **Geo. Peabody College for Teachers**
Address: **Nashville, Tenn 37203**

Telephone: (Area Code) **615** Number: **327-8295** Extension:

SEMINAR ON VISUAL THINKING

For number of years I have been teaching, at Harvard, and now at Michigan, an interdisciplinary seminar on visual thinking. Since the subject draws on experiences from all branches of the sciences and the arts it lends itself to cross-disciplinary discussion and a correspondingly catholic selection of readings.

Readings vary from year to year. They have included selections from Wolfgang Köhler, Max Wertheimer, J. J. Gibson, Roger Brown, Hadamard, Arnheim in psychology, Berkeley, Wittgenstein, Hans Jonas in philosophy, Worringer, Gombrich, Mondrian, Coomaraswamy in the arts, as well as Lévi-Strauss, Konrad Lorenz, and Kevin Lynch. Students, graduates, and undergraduates selected according to the major fields, range from psychology, philosophy, art history, biology to studio arts, music, and the performing arts. In addition to the class discussions, which are based on the readings, I advise students individually on their term papers, whose subjects are derived from their special fields of interest. Term paper topics ranged this year from the visual metaphors in the psalms of David to the pictorial representation of ragas in Indian music and the visual design of art museums.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? ______ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ______
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Rudolf Arneim
Title: Professor of Psychology
Department:
Institution: University of Michigan
Address: Ann Arbor, Michigan 48105

Telephone: (Area Code) 313 Number: 668-6483 Extension:

AN EXPERIENTIAL LEARNING APPROACH IN TEACHING A FIRST COURSE IN PSYCHOLOGY

Future of Consciousness

Course objectives were: 1. To review the mind-body problem with an emphasis on the rapid changes in our understanding of human consciousness and its evolution, and 2. To provide an experiential learning environment and challenges to stimulate greater self awareness. The course was coordinated with two others: Film Studies on the Future of Consciousness offered by the Film Studies Department, and Language and Consciousness offered by the English Department. The only way to get my departmental approval was to offer it as an extra course without pay. I had no teaching assistants to help in the discussion sections nor any budget to pay for guest speakers or films. However, typing services, audio visual aides and mimeograph material were available. With little advance publicity, 145 freshmen to seniors from all majors registered. The 180 seat capacity lecture room was like a movie theater with comfortable seats and excellent audio visual capabilities. Class meetings were from 3:00 to 4:15 on Tuesdays and Thursdays with the Film Study course in the same room from 4:30 to 6:15. Time for each course was used interchangeably for films, speakers, and lectures. The first class meeting sampled a variety of topics including group hypnosis, films and course materials. Two text books were assigned: Ornstein's The Nature of Consciousness and White's Frontiers of Consciousness. Ten other paperbacks were also recommmended. Students were encouraged to sign up for special interest group meetings on an out of class basis on topics such as hypnosis, dream analysis, ESP, meditation , etc. The second meeting was a wine and cheese party held in an old mansion on campus. Students had to introduce themselves to 10 classmates and write a report based on this experience. Two other written reports for the course were: 1. Prepare a listing of course related items, and 2. Interview someone who has undergone some type of altered state of consciousness. The next two meetings used a film strip series of de Chardin the Phenomenon of Man with this text as assigned reading. On the second weekend I led a group of 12 males and 13 females on a difficult two day climb of Mt. Washington (6,400 feet). During the next few weeks several off campus speakers were presented: Barbara Hubbard from the Committee on the Future, and Darral Langham on the Genesa Model of Thinking. Several films based on the ideas of Allen Watts, Edgar Mitchell, and Thelma Moss were shown. On Halloween a group ESP experiment was conducted with two Peace Corp students living in Tunesia with remarkably good results. That evening 30 students visited a "haunted" house where we did some group hypnosis and other exercises. Several films on communal living and growth centers were shown the following weeks and guest speakers included presentations by Hare Krishna and Divine Light Missionatry devotees. A three hour African type dance was held in a large auditorium by the Boston Chapter of Africa and this exercise was recorded on video tape. A weekend retreat at a Yoga Ashram was another optional exercise. A two day winter mountain climb was held in December. The last meeting was a wine and cheese party where a take home exam and evaluation sheet were distributed. A standard rating sheet revealed a 98% response of very good to excellent for the course with spontaneous comments even more enthusiastic.

INNOVATION DATA

The innovation involves:

☒ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☐ Psychology Majors
☒ Non-Majors **mostly**
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation: **none**

Number of students who participate in innovation per year: 145
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $1000.00

Approximate amount needed each year to support ongoing project = $ 1000.00

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 16
Number of senior majors in the department: 600 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 11,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: **Daniel J. Baer**
Title: **Associate Professor**
Department: **Psychology**
Institution: **Boston College**
Address: **Chestnut Hill, Mass. 02167**

Telephone: (Area Code) **617** Number: **969-0100** Extension: **2131, 2303**

EXPLORING YOUR (THE TEACHER'S) INTERESTS WITH COMMITTED STUDENTS

Special Topics Course (The "contract" appears below)

I want to explore three recent books and the thinking behind them: Skinner's Beyond Freedom and Dignity, May's Love and Will, and Slater's The Pursuit of Loneliness.

The purpose of the course is to help me and the class members get more understanding of these works and the relations among them. One important concept, the one with which I will begin, is the preconscious, as used by Kubie in his book Neurotic Distortion of the Creative Process. In my view, Kubie's idea helps me make sense of: (1) Kroeber and Haan's distinction between the defense and coping mechanisms of the ego, and (2) the difference between the tension-reduction models of motivation (e.g. Hull and Freud) and the tension seeking ones (e.g. Dember's and White's competence). I think the notion of preconscious will also help me understand Skinner, May and Slater. Thus, the course will begin with reading about preconscious, defenses, and motivation and then will go to the works listed in the first paragraph.

The method for the course is lecture-discussion. I want to reserve the first 20-45 minutes (usually longer time) of each period to share my thinking. When discussing Skinner, May, and Slater, I intend to become them, defending their views as well as I can. The remainder of each class will be devoted to small or total group discussions from the lecture or the readings. Hopefully my views will be challenged.

All sessions will be tape recorded. I will regularly suggest additional readings, but the core materials are those listed below. Everyone is expected to read the asterisked items in order to be "on board" for the lectures and discussions. You cannot have issues to raise related to the reading if it is not done. The first assignment is Kubie, Kroeber, and Dember...we'll review them during the first week. Then we'll go right into Skinner.

There will be no examinations; there will be no assigned papers' there will be no hassle over grades - they are A's and B's or whatever each student decides. If any student or group of students want to do some writing - theoretical notes, research ideas, abstracts, or whatever is fine. I will be pleased to read such. However, if as the course proceeds, you find that you do not want to read and to contribute to discussions, I will ask you to choose between withdrawing without prejudice or receiving an F and not attending class. I am only interested in working with those who want to struggle with ideas.

What is in it for you? I think these are three of the most exciting and important books in recent years. Each takes a firm stand about human behavior, human relationships, and our society. And, they take different stances about causes, cures, and even what are real and not real phenomena. I trust that our working together will provoke some interesting new thoughts and formulations. If you want to read and think about these issues, welcome!

Comments: I did not get students who just wanted an easy grade. Those who stayed did read; several submitted journals. I would require journals in the future. Each week I produced an extensive reading list. My guess is that about 50% of the students did about 50% of the reading during any week -additional reading that is. I did find that trying to become each writer and struggling to stay in that role added considerable interest for me and students.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

· See Contract

Number of students who participate in innovation per year: ______
How long has the innovation been in effect? _____ years **First used in 1972**

Approximate amount of initial funding necessary to develop and try the innovation = $ 0

Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires **Favorable**
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: 200 (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 23,600

Characteristics of Institution

☒ Public-City
☒ Public-State
☒ Private
☒ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☒ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☒ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:	**Leonard M. Lansky**
Title:	**Professor**
Department:	**Department of Psychology**
Institution:	**University of Cincinnati**
Address:	**Cincinnati, Ohio 45221**

Telephone: (Area Code) 513 Number: 475-4680 Extension:
OR 475-4873

CERTIFICATE PROGRAM IN THE TEACHING OF HIGH SCHOOL PSYCHOLOGY

High School Psychology

The Institute of Advanced Psychological Studies is offering a program in the teaching of high school psychology. The program is a planned sequence of courses, seminars and practica to qualify the high school teacher to teach psychology courses in the high school. The candidate must complete 30 credits from course offerings in psychology, including required courses such as: Teaching High School Psychology - a survey of recent developments in high school psychology including curriculum planning and gathering materials for a high school psychology course, and Practicum in Teaching High School Psychology - the student is expected to teach a typical high school course in psychology under supervision. The student can also choose among a number of elective courses in content areas such as abnormal, social, personality, developmental and learning. All courses are geared to the high school psychology teacher, that is, the method of teaching the content is stressed. Further, persons who atatin the Certificate in Teaching High School Psychology have the opportunity to teach a college-equivalent course in the high school, for joint high school-college credit. With the approval of the teacher's school district, a participant is eligible to offer such a course, and have the high school students earn Adelphi University credit. Candidates for the program are required to have an M.A. degree in some field of education and hold a teaching license.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☒ Other (specify): **High school teachers and high school students**

Prerequisites for students who participate in innovation:

Teachers must have an M.A. degree in some field of education and hold a teaching license.

Number of students who participate in innovation per year: 200-300
How long has the innovation been in effect? 1 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 5,000

Approximate amount needed each year to support ongoing project = $ 5,000

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 23
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 8,000

Characteristics of Institution

☐ Public-City
☐ Public-State
☒ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☒ Professional

Predominant Calendar System at Your Institution

☒ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Robert Mendelsohn, Ph.D
Title: Asst. Professor and Coordinator, High School Psychology Program
Department: Institute of Advanced Psychological Studies
Institution: Adelphi University
Address: Garden City, NY 11530

Telephone: (Area Code) 516 Number: 294-8700 Extension: 7467, 7468

THE PSYCHOLOGY OF SLEEP AND DREAMS

General Psychology

The Psychology of Sleep and Dreams is a new undergraduate course in most psychology curricula. Its primary purpose is to examine what is known from recent research findings about the behavior of sleeping. It covers the measurement of sleep and describes the factors that affect sleep from day to day: age, temporal factors (amount of preceding wakefulness, length of the sleep period, and time of sleep onset), daily activities and the sleep environment. Sources of major variations are discussed: individual differences, sleep anamolies such as sleep walking and narcolepsy, neuro and psychopathology and drugs. The consequences of variations are discussed in terms of the effects of prolonged deprivation and insomnias. The place and function of dreaming within sleep is considered.

The course has high intrinsic interest as it refers to a major component of peoples behavior. Moreover, the literature is sharply circumscribed within time and represents the contributions of a wide range of disciplines in a massive assault on a "hidden" world. As such much can be introduced about the "scientific way" of problem solving. Considerable student participation can be obtained by the use of sleep diaries and dream diaries and class experiments. The practicality of the course can be emphasized by discussions of child-care problems, shift work and jet travel effects, sleeping pills and the clinical use of dreams.

Textbooks and appropriate reading materials are increasingly available.

INNOVATION DATA

The innovation involves:

☐ Freshmen
☒ Sophomores
☒ Juniors
☒ Seniors

☒ Psychology Majors
☒ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

NONE

Number of students who participate in innovation per year: 100
How long has the innovation been in effect? 2 years

Approximate amount of initial funding necessary to develop and try the innovation = $ 0
Approximate amount needed each year to support ongoing project = $ 0

Evaluation done on innovation:

☒ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: 30
Number of senior majors in the department: ______ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: 26,000

Characteristics of Institution

☐ Public-City
☒ Public-State
☐ Private
☐ Urban
☒ Non-Urban

☐ Men only
☐ Women only
☒ Coed
☐ Community or Junior College

☒ Undergraduate level program
☐ Post-Baccalaureate Master's
☒ Post-Baccalaureate Doctoral

☒ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☒ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name: Dr. Wilse B. Webb
Title: Graduate Research Professor
Department: Psychology
Institution: University of Florida
Address: Gainesville, Florida 32611

Telephone: (Area Code) 904 Number: 392-2007 Extension: ---

Further Reading

GENERAL

American Psychological Association. *The psychology teacher's resource book.* Washington, D.C.: A.P.A., 1973.

American Psychological Association, Division Two. Teaching of Psychology Newsletter, 1965-1974. *Catalog of Selected Documents in Psychology.* Washington, D.C.: A.P.A., 1974.

Behavioral and Social Science Teacher. Behavioral Publications, 72 5th Avenue, New York, N.Y. 10011

Bernstein, H. *Manual for teaching assistants.* Ithaca, N.Y.: Cornell University Center for Improvement of Undergraduate Education, 1975.

The Carnegie Commission on Higher Education. *The fourth revolution: Instructional technology in higher education.* New York: McGraw-Hill, 1972.

Centra, J.A. *Strategies for improving college teaching.* Washington, D.C.: ERIC Clearinghouse on Higher Education. American Association of Higher Education, 1972.

The Journal of the Teaching of Psychology (quarterly). American Psychological Association, Division Two. R. Daniel(ed.), University of Missouri-Columbia, Columbia, Missouri, 65201.

Kulik, J.A. *Undergraduate education in psychology.* Washington, D.C.: A.P.A., 1973.

Maier, N.R. Innovation in education. *American Psychologist*, 1971, 26, 722-755.

McKeachie, W.J. *Teaching tips: A guidebook for the beginning college teacher.* Lexington, Mass.: D.C. Heath, 1969.

Singer, B. A practical annotated bibliography on college teaching and the teaching of psychology. *Catalog of Selected Documents in Psychology* (#331). Washington, D.C.: A.P.A., 1974

Woods, P.J. (ed.) *Sourcebook on the teaching of psychology.* Roanoke, Va.: Scholars' Press Ltd., 1973

CURRICULUM

Brown, D.R. The undergraduate major: A look at alternative strategies, present and future. *American Psychological Association Division Two Newsletter.* May, 1973

Kemp, J.E. *Instructional design: A plan for unit and course development.* Belmont, Ca.: Learon Publishers, 1971.

Further Reading (cont.)

Main, D.B. Toward a future-oriented curriculum. *American Psychologist*, 1972, 27, 245-248.

Mayhew, L.B. and Ford, P.J. *Changing the curricula.* San Francisco: Jossey-Bass, 1971.

Miller, G.H. Psychology as a means of promoting human welfare. *American Psychologist*, 1969, 24, 1063-1075.

Milton, O. Interdisciplinary approach. *Alternatives to the traditional.* San Francisco: Jossey-Bass, 1972

Richardson, L.P. *Undergraduate curriculum improvement: A conceptual and bibliographic study.* Durnam, N.C.: National Library for Higher Education Research Monograph #1, 1971.

Rogers, C. *Freedom to learn.* Columbus, Ohio: Charles E. Merrill, 1969.

METHOD OF DELIVERY

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AUTHOR INDEX

Abbot, R., 453
Abramson, E., 59
Ackerman, H., 169
Allen, M., 223
Anderson, D., 127,541
Anderson, P., 567
Arkoff, A., 327
Arnheim, R., 589
Baer, D., 591
Balsamo, P., 225
Barrone, D., 171
Barrera, M., 329
Bassin, A., 61
Bate, B., 63
Bell, J., 65, 173,227
Bender, L., 67
Benjamin, L., 543
Berger, L., 369
Berkun, M., 455
Bihlmeyer, E., 229
Blair, R., 343
Bloomquist, D., 457
Blount, H., 429
Bloxom, B., 231
Bolt, M., 177
Bolton, B., 459
Boroschek, G., 551
Bouleger, J., 179
Bradley, M., 409
Braunstein, H., 461
Breland, N., 181
Brender, M., 233,553
Brenner, A., 411
Brink, D., 393
Britt, J., 413
Brown, L., 69
Brown, T., 463
Buchmann, A., 371,555
Burns, Z., 183
Caldwell, E., 235
Calhoun, J., 557
Calmes, R., 185
Campos, F., 465
Candland, D., 237,379
Capretta, R., 554
Carlson, J., 239
Carlson, R., 381
Chang, E., 415
Chen, S., 417
Cohen, D., 71,559
Cohen, S., 73
Condon, M., 371
Cooper, J., 419
Craig, J., 505
Cromer, A., 529
Dambrot, F., 241
Darley, J., 243
Davis, J., 245
Dawson, W., 467
Deitz, S., 429
deMoose, M., 75
Dietrich, C., 247
Douglass, F., 187
Doyle, C., 561
Edwards, K., 331,383,469
Ellsworth, D., 471
Ewen, R., 473
Feese, R., 317
Feldstein, J., 395
Feldhusen, J., 421
Fernald, P., 245
Ferster, C., 491
Fields, P., 77
Finger, F., 333
Fleckman, B., 563
Fisichelli, V., 475
Fiss, H., 335
Frederickson, L., 249
Gamson, W., 565
Gardecki, B., 337
Gerow, J., 251
Gildemeister, J., 253
Glasgo, R., 229
Glassman, R., 255
Gosser, J., 257
Gottfrucht, J., 549
Graf, S., 259
Grasha, A., 261, 423
Gregory, W., 167
Grinder, R., 443
Grosser, G., 477
Hamm, H., 163
Hamilton, C., 249
Hapkiewicz, W., 425
Hart, J., 567
Hartje, J., 427
Haupt, E., 479
Haviland, J., 397
Heitler, J., 349
Hennerberry, J., 481
Hessert, R., 79
Hettich, P., 81,483

Author Index (cont)

Higgins, I., 263
Hoshiko, M., 83
Howard, R., 569
Hummel, J., 429
Hurewitz, P., 431
Jensen, D., 99
Jernstedt, G., 85
Johnson, C., 265
Johnson, E., 193
Johnson, J., 189
Johnson, R., 485
Jordan, I., 267
Kahn, T., 269
Kaplan, G., 87
Kaplan, R., 89
Kaplan, S., 91
Karan, V., 433
Kasschau, R., 271,273
Kendall, J., 301
Kierniesky, N., 487
Kiess, H., 457
Kind, B., 275
Kirschenbaum, J., 93
Klare, G., 489
Kleiber, D., 95,399
Klein, M., 97
Knight, J., 277
Knutson, D., 249
Kocer, A., 113,115,117
Kopera, A. 371
Koteskey, R., 491
Kranel, P., 341
Krawiec, J., 279
Kulik, J., 493
Kullman, F., 195
Kuppersmith, J., 343
Lachter, D., 197
Ladd, C., 199,345
Lamal, P., 435
Langer, P., 437
Lansky, L., 101,175,593
Larson, C., 281
Lawry, J., 495
Lazar, D., 347
Levenson, H., 571
Leventhal, H., 573
Levitsky, D., 385
Lindgren, H., 103
Lloyd, K., 105
Lloyd, M., 105
Loos, F., 497
Maas, J., 283
Mahan, H., 107
Main, D., 499
Malott, R., 285,439
Mann, R., 575
Martin, R., 401
Marx, D., 373
Masling, J., 108
McCarthy, V., 501
McConnell, K., 375
McConnell, J., 349
McCrystal, T., 503
McKenna, R., 577
Mehrotra, C., 111
Metze, L., 505
Mendelsohn, R., 595
Mertens, G., 113,115,117
Meyer, D., 507
Miller, C., 509
Morris, C., 287
Morrow, W., 359
Muson, R., 119
Musick, P., 289
Nalven, F., 201
Nolan, J., 353
Norris, D., 121
Oetting, E., 123
Olson, K., 125
O'Neill, G., 291
Oshinsky, Y., 127
Pinckney, N., 441
Piotrowski, Z.,129
Prince, A., 511
Prytula, R., 387
Quereshi, N., 513
Ralph, S., 355
Ratner, S., 389
Ray, W., 515, 517
Rea, R., 293
Rebelsky, F., 131.133,135,137,139,141
Rees, R., 295
Reinharz, S., 203,205
Reynolds, D., 297
Reynolds, J., 299
Richards, G., 519
Richmond, L., 143
Ridley, D., 579
Roberts, D., 429
Robinson, T., 301

Author Index (cont)

Rothschild, B., 403
Royce, J., 357
Ruble,R., 359
Ruch, J., 303
Rydell, S., 207
Sattler, H., 443
Schofield, L., 211, 361
Schecter, E., 145
Scheirer, J., 521
Schmidt, F., 209
Scott, R., 305
Scott, W., 581
Semb, G., 213
Senn, D., 307
Sheese, R., 215,309,311,313
Shepard, W., 313
Sherman, A., 217,363
Sherman, L., 445
Shupe, D., 148
Siebert, L., 219
Siegel, M., 315
Silvestro, 405
Skeen, D., 149
Slack, D., 429
Smith, B., 317
Smith, D., 151
Smith, J., 447
Smith, M., 181
Spiegel, L., 583
Statt, D., 547
Stefan, E., 585
Steinberg, M., 153
Stout, R., 365
Summo, A., 391
Suter, S., 523,525
Sweeney, C., 407
Tabachnick, B., 527
Ter Keurst, A., 155
Terman, M., 319
Thomas, J., 321
Thurman, C., 157
Thurmond, J., 529
Turpin, W., 159
Vaughan, J., 531
Vogel, J., 397
Wagner, E., 533
Wang, Y., 323
Warga, R., 161
Webb, W., 597
Weigel, R., 549
West, J., 163
White, K., 165
White, M., 535
Wildman, R., 367
Wildman, R.II, 367
Withall, J., 449
Wood, S., 105
Woodward, A., 537
Wrightsman, L., 587
Young, P., 325,451
Youth, R., 539
Zimmerman, G., 377
Zusne, L., 221

SUPPLEMENTARY QUESTIONNAIRE

(If you have an innovation that you would like to share with others in possible future editions of this book, describe the innovation on this page, and complete the questions on the reverse side. Be sure to include a title for the project, and what category(ies) the innovation should be listed under. Send this sheet to: Dr. James B. Maas, 214 Uris Hall, Cornell University, Ithaca, New York 14853)

INNOVATION DATA

The innovation involves:

☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors

☐ Psychology Majors
☐ Non-Majors
☐ Honors Students
☐ Other (specify):

Prerequisites for students who participate in innovation:

Number of students who participate in innovation per year: ____
How long has the innovation been in effect? ____ years

Approximate amount of initial funding necessary to develop and try the innovation = $______

Approximate amount needed each year to support ongoing project = $______

Evaluation done on innovation:

☐ Student opinion questionnaires
☐ Measures of student performance in comparison with non-innovation control group(s)
☐ Other (specify):

INSTITUTIONAL DATA

Size of Department in 1974-75 academic year
Number of full-time-equivalent faculty: ____
Number of senior majors in the department: ____ (if applicable)

Size of Institution
Total student enrollment in 1974-75 academic year: ______

Characteristics of Institution

☐ Public-City
☐ Public-State
☐ Private
☐ Urban
☐ Non-Urban

☐ Men only
☐ Women only
☐ Coed
☐ Community or Junior College

☐ Undergraduate level program
☐ Post-Baccalaureate Master's
☐ Post-Baccalaureate Doctoral

☐ Liberal Arts
☐ Teacher Preparatory
☐ Professional

Predominant Calendar System at Your Institution

☐ Semester ☐ Quarter ☐ Trimester ☐ 4-1-4 ☐ Other (Specify):

INNOVATOR DATA

Name:
Title:
Department:
Institution:
Address:

Telephone: (Area Code) Number: 608 Extension:

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As indicated in the table of contents, this directory is divided into two major sections: the first specifies the various categories of innovations and the second consists of descriptions of the innovations themselves. In the first section, each category definition is followed by a list of the titles of innovations falling into that category, together with the page number where the detailed description for each innovation can be found. In the second section, each detailed description appears on the front side of a page, with the relevant biographical and institutional information for that innovation on the back.

If you are interested in a *particular kind of innovation:*

1. Check the table of contents for the various categories.

2. Read the category descriptions in the text to better determine the nature of the innovations listed in that category.

3. Read the listings following the most appropriate category description, turning to the pages corresponding to the titles of most interest to you.

Example: You have an interest in the use of audio-visual materials; in the table of contents under "Method of Content Delivery" you note a category entitled "Use of Various Media". Read the description to verify that you are in the right place, and then refer to the listings that follow.

If you are interested in innovations within a *particular content area:*

1. Check the table of contents for the location of the particular content area.

2. Check the "All Fields" and "Multiple Listings" pages for material which may have relevance for that content area.

Example: You are interested in innovations in Social Psychology; in the table of contents find the pages associated with "Social Psychology" and those associated with "All Fields" and "Multiple Listings", checking these latter two for innovations which have relevance for social psychology.

We recommend that readers do not limit themselves to looking only at their own area. By consulting the "All Fields" and "Multiple Listings" categories, and even other subdiscipline sections, it is likely that something of value might be found.

Perhaps most important, one should use this book as a notebook and phone book. Write in it, make comments, and add relevant information to it. Call or write an innovator for more information or just let him/her know that you share an interest. We sincerely hope this volume will work *for* you.